

TEACHERS' CLASSIFICATION REGISTER.

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MICHIGAN EDITION.

TO THE TEACHER.

The following graded course of study corresponds to the work as outlined in the course of study for Michigan. The *subject matter* is here specifically designated, so that a definite record of what work each pupil did may be left for each succeeding teacher, and a report of the same be sent to the County Superintendent when required. The work in detail, with full suggestions, will be found in the Michigan "Manual and Course of Studies." In making frequent references to it we have simply written, "See Manual."

Each teacher using this Register should read "How to Organize, Classify and Teach a Country School," published by W. M. Welch & Co., Chicago, Ill.

The work laid out for each grade is what is *usually* accomplished in the time specified. It does not follow that every school should accomplish this work in the time allotted; some schools may do more, some less. The age and ability of pupils, the character of their previous instruction, the regularity of attendance, &c., are variable elements which will influence the time required to do the work laid out for each grade. This need make no difference in the classification record; for each pupil is classified in the grade in which *he has been working*. If, at the close of the term, the work of that term has been but half finished, this will be shown in the "Remarks," and the pupil's place in each study will be shown still more definitely in the *syllabus of classes*. This shows to what page in each book each class has gone, thus recording more definitely the point in the work at which each pupil left off.

The first organization and gradation of any school is the most difficult, and should be done with great care. The chief object of this record is to convey information to succeeding teachers and, by means of the fac-simile reports, to the County Superintendent, hence, each teacher should make as *full and complete* a record of the work as possible. Let this record show *all* the work that every child has been doing, whether *in the text book or orally* (blank columns are provided for extra branches and general work). Let it show the number of classes in each branch and the pupils (by their numbers) belonging to each class; the work canvassed in each branch, by pages, or by a note under the head "Remarks," and any other information that may be helpful to succeeding teachers.

New teachers should not make radical changes in the organization of a school until they have become familiar with the school, at least, and then not without good reason.

It seems superfluous to say that no true teacher will, by word or action, disparage the work of his predecessor.

HOW TO CLASSIFY THE SCHOOL.

1st. Read the course of study carefully.

2d. Ascertain in which year of the course the pupil has *MOST* of his work, and classify him in that year. If he has studies ahead or behind his year, indicate it by writing the number of the year of such irregular studies directly over the standing in said studies. For example, if the pupil is classified in Fifth Year, but has, say Arithmetic, in the Seventh Year with a standing of 85 per cent, this fact would be noted in the column headed Arithmetic, thus: $\frac{7}{85\%}$ (See sample page.)

3d. Leave a space of a few lines blank between the grades for pupils that may enter school later. (See sample page.)

4th. At the close of the first week of the term enter the standings of the pupils as you have determined them, or as taken from the record of the previous term. The first entry will show what each pupil is doing at the *opening of school*.

5th. After each term examination the teacher should make an entry in the Register showing the status of each pupil at the *close* of the term, each being classified in the Division and Year where he is working. The final record at the close of the term being to convey information to succeeding teachers, it should be full and complete. (See Introduction "To The Teacher.")

6th. To indicate in the record more *precisely* where each pupil belongs in the course of study, see "Syllabus of Classes." By this means the County Superintendent or any one who inspects the school may see at a glance where in the course of study each pupil is working, and what he is doing.

7th. Pupils should pass satisfactory examinations before being promoted from one grade to another. They should be promoted as soon as their advancement and ability warrant it. This system of promotion may be made an efficient incentive to pupils to finish a part of the course of study each term, and they should receive from the teacher a "CERTIFICATE OF PROMOTION" showing their standing and the grade to which they are promoted. These certificates of promotion are usually furnished free to teachers by the County Superintendent of each county.

8th. When a pupil has completed a study and passed satisfactory examination, credit him with it in the column of "Studies Completed This Term," and where pupils in the Intermediate and Grammar Grades complete studies and pass the County Superintendent's Central or Township Examination, their final standing should be recorded in the "Record of Studies Completed," in the back part of the Register. This record should show every study which each pupil completes in the Intermediate and Grammar Grades until he finishes the course and graduates from the district school. The graduating of classes is one of the greatest incentives that can be used in keeping pupils from "dropping out" of school. Diplomas for graduation should be furnished by the County Superintendent for all pupils who finish the course of study.

9th. "The Syllabus of Classes," shows every class in each study, and the pupils (indicated by numbers) belonging to it, also the pages canvassed by each class during the term. The names of pupils belonging to each class may be found by referring to the names corresponding to each number in the column of "Names of Pupils."

10th. The *first* classification of any school is most difficult, and should be made with much care. Succeeding teachers should not change the classification left by their predecessors, without good reason. (See Introduction "To The Teacher.")

11th. A pupil changing from one school to any other in which this Register is used, may receive from his teacher a certificate of his standing, which will enable the teacher whose school he enters to classify him without examination.

COURSE OF STUDY.

INTRODUCTION.

In the preparation of this manual one great object was held in view to enable the children of the district schools to follow from term to term and from year to year a plain, simple progressive line of study, that shall give them in the end a good common-school education. Its constant aim throughout is:

FIRST.—To introduce nothing that ought not to be taught in these schools.

SECOND.—To make the classifications as simple as possible, easy for the teacher to understand and follow, and to lighten his labors.

THIRD.—To regulate the steps from grade to grade, so that the pupils shall be interested and kept in school, encouraged and credited for work done, and that the usual waste of time and aimless work resulting from frequent changes of teachers may be reduced to a minimum.

FOURTH.—To put all the school work of the county on one common plan, so that the methods used in teaching the various branches, amount of work accomplished, the system of reports, records, etc., may be the same.

FIFTH.—To make the work of supervision stronger and more effective, and to enlist the interest and sympathy of parents and school officers by making them better acquainted with what the schools are endeavoring to accomplish for their children.

SIXTH.—To make it possible for children changing from one school district to another to enter the same grade without inconvenience to pupil or teacher.

PLAN OF THE COURSE OF STUDY.

The course of study is divided into eight grades, or years, each grade occupying one year. The average number of months for the school year in district schools throughout a county does not exceed eight.

Each year's work, in consequence, has been arranged with this in mind.

To enforce the course of study, a system of examinations is provided for.

Examination Questions based upon the requirements outlined in the various grades, will be printed by the Superintendent and sent out to teachers twice a year. Final examinations for pupils will also be arranged for.

In addition, teachers should have written reviews for their schools, monthly.

THE DAILY PROGRAM.

The following classes are all that should be found in the average school of from thirty to thirty-five pupils. Often they can be reduced.

Reading.—Chart, first reader, second reader, third reader, two recitations each, daily. Fourth and fifth readers, one recitation each, daily.

Spelling.—Two classes, one recitation in each, daily. (In primary grades teach spelling in connection with reading.)

Language.—Two classes, one recitation in each daily. (In chart, first and second reader classes, teach language in connection with the reading.)

Penmanship.—One class daily.

Arithmetic.—Five classes, one recitation in each daily, beginning with fourth grade.

Geography.—Only two classes, one recitation in each, daily. Oral recitation in the fourth grade.

History.—Two classes daily, one recitation for fifth and sixth grade, one for seventh and eighth grades.

Civil Government.—One recitation, daily, last half of eighth year.

Physiology.—One oral recitation three times per week, for all below the fifth grade. Two classes with the book three times a week. The first class comprising the fifth and sixth grades. The second class, the seventh and eighth grades.

THE EXAMINATION OF PUPILS.

Each teacher shall give monthly tests in all the branches, at the end of the first second and third months. At the end of the fourth month, the first regular examination by the County Superintendent will be given. (*This will come just before the holiday vacation.*)

These questions must be given to the pupils on the date printed on the envelope.

At the end of the fifth, sixth (and in eight month terms, the seventh month) the teacher shall also give tests, and at the end of the year, the County Superintendent will give the second regular examination.

The questions given by the County Superintendent will cover the work that should have been done by each grade, during that part of the year preceding the examinations.

These will be put in a sealed envelope, mailed to each teacher, with directions not to open the envelope until the day of the examination.

Upon the day of the examination let the pupils choose three of their number to open the sealed envelopes and sign their names to the blank found with the questions, which states that these examination questions have not been tampered with.

When the examinations are completed, the teacher shall mark them on the scale of one hundred.

(Caution: *Teachers should be extremely careful, not to mark papers too high, none but an absolutely perfect paper should be marked 100.*)

After this the papers of each grade are to be securely fastened together, and preserved for inspection until the beginning of the next school year.

Teachers shall add together the results of the first three tests, and divide the result by three. Then average this result with the result of the County Superintendent's examination, and place this in the Classification Register. At the end of the year find the result in the same manner, and enter it in the Classification Register.

THE EXAMINATION PAPERS.

1. Place the name of the study at the head of the paper, and half way across the page. The pupil's name on the next line below, and at the right hand margin.

2. Number the questions by placing Roman numerals between them half way across the page. Leave at least one vacant line between questions. Use legal cap paper. Write upon the paper so that the red line is always at the left. Do not write upon the margin at the left of the red line.

COURSE OF STUDY.

First Grade—First Year.

Text-Books.—Primer and first reader.

Apparatus.—Slate, pencil, sponge and rule.

WHAT TO TEACH.

READING.—Primer and first reader and supplementary reading.

ELEMENTARY SOUNDS.—The long and short sounds of vowels.

SPELLING.—From reader and other class exercises.

PENMANSHIP.—With reading, spelling and language. Use script from the first.

LANGUAGE.—With the reading.

NUMBERS.—Combinations to twenty.

DRAWING.—Lines and their combinations.

PRIMARY READING.

Object.—The object is to teach to read from the printed page. When a child enters school he has from three to six hundred words as his spoken vocabulary. These words he knows by sound. The time has now come when the eye should be trained and the words of his vocabulary known by sight, and the teacher should always keep within the spoken vocabulary of the child. Our work then is to make the transition from the spoken to the printed word.

FIRST READER.

Preparatory.—The first thing to be done is to get the child to talk. When he is free from the embarrassments of his new surroundings, fix his attention upon some object or picture; have printed words on cardboard; if you have no chart, *place the correct printed form before the class.* Do not try to print with crayon on the blackboard.

Teach in this way two or three common names. When they are learned well, the articles *a* and *the* should be prefixed, as *a boy, a cat, a dog; the boy, the cat, the dog.* The pupils should be taught to pronounce these groups. Next teach several adjectives, as *a black dog, a white cat,* etc. When the above words are learned thoroughly, a few short sentences should be taught, as *I see, we see, you see,* etc. Arrange these words into as many different sentences as possible. Continue in this way until fifty or a hundred words have been taught. This will take from two to three months. The words should be taken from the spoken vocabulary of the child.

It will require a great deal of skill and ingenuity on the part of the teacher to develop these words in a proper manner. While this is being done the pupil should do a large part of the talking, and should use the foregoing and similar expressions.

Seat Work.—As soon as a word or two can be recognized at sight, the pupil should be required for seat work, to build the words learned, using separate letters on bits of cardboard, and to write the words on the slate in script.

Reader.—As soon as the required number of words have been taught in this way, and read by the pupils from the chart, or printed words, the child should take the book, and if he has been properly taught he is now able to read several pages of the reader at sight. From the start, try to have the children get a mental picture of what they read. Have them read in a natural tone of voice, speak promptly, and articulate distinctly. Up to the time of taking up the reader no new word can be learned by the pupil without the aid of the teacher. He should now be given the power to learn new words for himself. Hence elementary sounds, diacritical marks, letters, spelling and writing should be taught.

Supplementary Reading.—A first reader from some other series than that used in the school, should be taken as a supplementary reader.

Busy Work.—Here, as elsewhere, the teacher should use his own judgment as to the amount of seat work and its nature. Every pupil should be kept busy at some profitable employment. *Playing with sticks, marking with a pencil, or doing anything else with no definite aim in view, should not be permitted.*

Elementary Sounds.—After the pupils have learned from fifty to one hundred words, give daily exercises in elementary sounds.

Take a word already well known, as cat, and treat it somewhat as follows:

Teacher (pointing to the word), "what word is this?" Answer, "cat."

Teacher, "c-a-t," giving the sounds of each letter (not the letters) slowly and distinctly.

Pupils, repeating the sounds after the teacher, "c-a-t."

Then the teacher should pronounce the word repeatedly, the pupils sounding the letters each time. Let the pupils also pronounce the word while the teacher sounds the letters. The pupils should then alternately pronounce the word and sound the letters, as the teacher points from one form to the other, thus: cat, c-a-t; c-a-t, cat.

Follow with such words as hat, rat, mat treating them in the same way.

Teach other sounds thus, as letters representing them occur in words.

Three Things to Observe.—1. The elements of the spoken word (sounds of the letters). 2. The elements of the written word (the letters). 3. The association of the letters of a word with their sounds.

By the above is meant that words should be spelled by sound and by letter.

Spelling.—Pupils should spell all the words in the reader and all familiar words in other class exercises.

Each syllable should be spelled separately, but not be pronounced.

Penmanship.—Pupil's slate should be ruled on one side about half way down, as a copy book is ruled.

The pencil should be long and sharp.

Be careful about the form of letters, the movement, and the holding of the pencil.

All written work should be carefully inspected by the teacher.

LANGUAGE.

In Connection With the Reading Lesson.—From the very first induce the children to talk, using full statements. Frame questions so that pupils must use sentences in answering. Talk about familiar objects, things that interest them, such as animals, trees, plants, games, etc. *Correct errors of speech.* Tell short, easy stories, and have pupils reproduce them orally. As soon as pupils begin to read from the book, have them tell what they have read about. Do not put your language into their mouths, but lead them to use their own words. As soon as they can write, have them write on their slates daily all the new words in reading lessons.

Before the Close of the Year.—Each pupil should be able:

1. To write his own name well.
2. To write his post office address.
3. To write the name of his township, county and state.
4. To write the name of familiar objects.
5. To write lists of words from the reading lessons.
6. To write short sentences (of from three to six words).

NUMBERS.

Amount.—All possible combinations and separations of numbers whose result shall not exceed 20. Easy, practical examples, to illustrate and apply each step. Pupils taught to make all figures used, neatly.

Material.—Illustrate each step by using objects, such as marbles, nuts, pieces of crayon, stones, beans, buttons, etc. Teach pupils to represent numbers on their slates by means of dots, lines, little squares, letters, etc., first showing them how to do this upon the blackboard. Teach pupils to spell and write words representing numbers.

First Step, Grouping.—Before attempting combination or separation, teach pupils to recognize groups of objects in twos, threes and fours. Thus, place two crayons in the hand and ask how many. Then three and four, changing these rapidly until they can name the number in each group. Vary this grouping by using different objects, holding up fingers, books, etc. Continue this exercise until pupils can recognize instantly any group of two to ten objects. Do not attempt to teach the child to recognize any group composed of more than ten objects. Have the children take several objects and separate them into groups of two, three and four, etc. Teach pupils to

measure each number by all numbers within itself. Let them make groups on their slates as follows:

*** (The four single objects represent the number four).

** (Here the two groups represent the number four).

*** (In this the number four is represented by one group of three objects, and one single object).

Then the teacher should make the pupils see clearly that in each of these three rows there are four stars. In the first row there is but one star in a place, in the second two in one place (group), in the third, three in one place, and one in another.

Next lead them to tell what they see in these groups, thus: There are four 1's in four. There are two 2's in four. There is one 3 and 1 more in four. Two stars and two stars are four stars. Three stars and one star are four stars. Four stars less two stars are two stars. Four stars less one star are three stars. Four stars less three stars is one star.

Again.—Hold in your hand two marbles (any objects.) Ask how many marbles. Place two more with the first, keeping the two groups separate. "Now how many?" Pupils say "four marbles." Then "two marbles and two marbles are four marbles." Place four in the hand. Ask how many. Pupils say "four marbles." Take away two. "Now how many?" Pupils say "two marbles." Then, "four marbles less two marbles are two marbles." Holding four, take four away. As before, pupils are led to say, "four marbles less four marbles are no marbles, or none."

Next let a pupil take two marbles one time. Then two times. Lead him to say, "If I take two marbles two times (twice) I have four marbles." So taking four he will say, "Four marbles taken one time (once) give four marbles."

Take four marbles, divide them between two boys. Have the class notice how many each gets. Lead them to say, "Dividing four marbles between two boys gives each boy two."

Also, "Four divided by two are two."

Making Figures and Writing Words That Represent Them.—Teach pupils to make neat figures, and to write the words that represent them, also Roman numerals. A device like the following will be found valuable:

one	two	three	four	five	
I	II	III	IIII	IIIII	
1	2	3	4	5	
I	II	III	IV	V	etc.

As soon as pupils can make figures, explain and have them use the signs + and -, × and ÷ so that they may use them for seat work.

Develop all numbers up to twenty as explained above with the number four, being careful to use no combination that will introduce a number larger than twenty. Give drills in rapid addition of figures in columns, no sum to be greater than twenty. Thus,

				2	1	2	5	4
2	2	1	3	2	3	2	5	4
2	1	2	3	2	3	2	5	4
2	2	3	3	4	3	2	5	4
6	5	6	9	10	10	10	20	20 etc.

In same way give rapid drills in subtraction, thus:

4	6	8	10	5	5	9	20	18
-2	-3	-4	-5	-3	-2	-4	-9	10
2	3	4	5	2	3	5	11	8 etc.

Multiplications:

4	3	5	2	2	10	9
×2	×2	×2	×2	×1	×2	×2
8	6	10	4	2	20	18 etc.

Divisions:

2) 4	3) 6	5) 10	2) 6	5) 20	9) 18	
2	2	2	3	4	2 etc.	
1/3 of 6=2	1/2 of 2=1	1/4 of 4=1				
1/3 of 9=3	1/2 of 4=2	1/2 of 8=2				
1/3 of 12=4	1/2 of 6=3	1/4 of 12=3				
1/3 of 15=5	1/2 of 8=4	1/2 of 16=8				
1/3 of 18=6	1/2 of 10=5	1/4 of 20=5				

Making Tables.—During the last of the year have the pupils, for busy work, make tables of different combinations that shall equal the same number, thus:

Combinations That Equal Eight.

Thus arranged in columns:

2+2+2+2=8	2	3	4	5	
3+3+2=8	2	3	3	2	5
4+3+1=8	2	2	1	1	3
5+2+1=8					
5+2=8					
4+4=8 etc.	8	8	8	8	8 etc.

In adding say, two, four, six, eight. Do not have pupils say, two and two are four, and two are six and two are eight. The latter takes too much time and is too slow.

In the same way let them arrange tables in subtraction, multiplication, and division on slates.

DRAWING.

Object.—To teach mathematical forms. This can be used for busy work aid.

Instead of allowing children to work entirely at random their work should be guided into useful channels.

Each pupil should have a long, sharp pencil.

The Work.—While at work the teacher should develop:

1. The idea of the work to be done.
2. Rapidity in the work.
3. Neatness.

What to Teach.—During the first year the following should be taught:

- Point.
- Line.
1. *Kinds:*
 - Straight.
 - Broken.
2. *Position of Lines:*
 - Vertical.
 - Horizontal.
 - Oblique (right and left).
3. *Combination of Lines:*
 1. Angles—
 - Right.
 - Acute.
 - Obtuse.
 2. Triangles—
 - Right-angled.
 - Acute-angled.
 - Obtuse-angled.
 - Equilateral.
 - Isosceles.
 - Scalene.
 3. Other figures—
 - Letters.
 - Pictures (line pictures).

- NOTES.**—1. Do not use a rule in drawing lines or measuring. Use it only to test the work.
2. Give correct pronunciation of names learned.
 3. Have a plan for the work of each day.
 4. To give a lesson will require about five minutes each day.
 5. Pupils are not to learn the definitions of forms, but to know them when they see them, and call them by their right names.
 6. Any other system may be used in place of the above.

Second Grade—Second Year.

Text Books.—Second reader.

Apparatus.—Slate, pencil, sponge, and rule.

WHAT TO TEACH.

READING.—Second reader and supplementary reading.

ELEMENTARY SOUNDS.—As they occur in the reader, children in this grade should know how to mark two sounds of each vowel.

SPELLING.—From the reader and all class exercises.

PENMANSHIP.—With reading, spelling and language.

LANGUAGE.—With reader.

NUMBERS.—Combinations to 50.

PHYSIOLOGY AND HYGIENE.—Oral.

DRAWING.—Oral.

READING.

Teach the new words at the head of each lesson so that pupils will know them at sight, *pronounce them correctly, and know what they mean.* Be careful to secure correct pronunciation, and distinct articulation.

To teach pupils to know words at sight, point rapidly from one word to another.

To teach the meaning of words require the pupils to give the words in sentences, after they have been fully explained. Sentences to be both oral and written.

To secure correct pronunciation the teacher must be careful about his own pronunciation.

To secure good articulation, give frequent drills on elementary sounds and articulation exercises.

To be sure that pupils get thought, question them thoroughly on what they read.

Pupils should be required to commit to memory short selections to be recited before the class. These selections may be taken from the reader or from any source not more difficult than the reader, and should be thoroughly understood before they are committed.

Elementary Sounds.—Continue the study of elementary sounds as they occur in the reader.

Teach diacritical marks as necessary. Children in this grade should know how to mark two sounds of each vowel.

Drill on the sounds to become familiar with them.

Use Webster's International Dictionary as a guide.

Spelling.—Spell all the new words at the head of each reading lesson.

Have frequent reviews of words in the back lessons.

Spell the new words in all class exercises.

Penmanship.—Continue writing with a pencil.

Require *neatness and correctness* in all written work.

Movement, position, accuracy of form, and rapidity should be carefully looked after.

Divide up the lessons in Second Reader so as to cover the entire year. About one-eighth each month thoroughly mastered.

LANGUAGE.

Combine with the Reading.—All language for the year is to be done in connection with the reading.

Give at least one-third of the time of each recitation (in reading) or two days of the week, as may seem best to the teacher, to languages. Each recitation or reading may be made to serve the purposes of a language lesson.

Encourage and Help Pupils to Put Their Thoughts into Statements.—Talk about familiar objects, and lead pupils to make short, complete statements about them. Ask questions about these objects, and require short, but complete answers *in sentences*. At first the statements should contain but few words. Of the objects used as *hat, book, pencil, etc.*, the children should say, *It is a hat. It is a book. I have a pencil.*

Tell or read easy, short stories. Have these stories repeated. First, by answers to questions which you ask. Second, as wholes in the child's own language.

Have them write sentences containing words from the reading lessons. Have them write statements which they have already expressed orally.

Teach the use of capital letters.

1. At the beginning of sentences.

2. In proper names.

3. The words I and O.

Teach also the use of period and question mark at the close of sentences.

Caution.—1. Always see that written work is done neatly.

2. Always state plainly what pupils are to do at their seats.

3. Make lessons short and see that they are done as directed.

4. Do not neglect to have these exercises every day.

5. In oral reciting, require a *different statement* from each pupil.

6. Be sure to give pupils all the language work called for in their reading books.

7. Remember you can have no excuse for neglecting or refusing to do this work.

NUMBERS.

Numbers from twenty to fifty, following the same methods as in the previous year, not, however, putting nearly so much stress on illustrating the different steps with objects. When the first year's work has been well done object work may be almost done away with. Review constantly, in connection with this year's work, all done in the previous year, making that in reality a part of it.

Illustrated Number Work.—In counting by 2's, 3's, 4's, etc., to 50, supply some picture work.

Read and write all numbers that come within the limits of this year's work.

Tables.—Before the close of this year pupils should know thoroughly the following:

Table of U. S. coins to one dollar, and to make change to 50 cts.; liquid measure to and including gallon; dry measure; number of inches in a foot; feet in a yard; things in a dozen; days in a week; months in a year; and to use these and apply them in practical problems. Also to use their fractional parts, as, two quarts are one-half of a gallon; six things are one-half of a dozen; six months are one-half of a year, etc. Continue putting on slates tables of combinations (using addition, subtraction, multiplication, division, as directed in last part of previous year.

Seat Work.—Putting on slates tables last mentioned, and such as

50 cts.=2 twenty-five cent pieces.	$\frac{1}{4}$ gallon = 1 quart.
20 cts.=4 five cent pieces.	1 gallon = 4 quarts.
20 cts.=2 ten cent pieces.	2 gallons= 8 quarts.
15 cts.=1 ten cent piece, and one five.	3 gallons=12 quarts.
10 cts.=2 five cent pieces.	$\frac{1}{2}$ gallon = 2 quarts.
50 cts.=5 ten cent pieces.	$\frac{3}{4}$ gallon = 3 quarts.

Give constant drill in these, requiring neatness and accuracy.

Numbers Applied.—Do not fail to give countless examples applying all that is learned in combination of numbers, and in all tables.

Models for Application.—One quart of milk costs 5 cents, what will a gallon cost?

I pay \$3 a week for board, and \$1 a week for other things, what will I pay out in one month. Have these put on slates thus: 5 cts. $\times 4 = 20$ cts. $\$3 - \$1 = \$4$. $\$4 \times 4 = \16 .

Before the close of the year pupils should commit to memory thoroughly, *in tabular form*, these parts of the multiplication tables that do not carry the product above 50. Thus, the table will be:

For the 2's:	For the 3's:	For the 4's:
$1 \times 2 = 2$.	$1 \times 3 = 3$.	$1 \times 4 = 4$.
$2 \times 2 = 4$.	$2 \times 3 = 6$.	$2 \times 4 = 8$.
$3 \times 2 = 6$.	$4 \times 3 = 12$.	$3 \times 4 = 12$.
$4 \times 2 = 8$.	$5 \times 3 = 15$.	$4 \times 4 = 16$.
$5 \times 2 = 10$.	$6 \times 3 = 18$.	$5 \times 4 = 20$.

So for each digit, keeping within 50 for the product.

PHYSIOLOGY AND HYGIENE.

See fourth grade.

DRAWING.

CONTINUED DRAWING.

NOTE.—1. Teach as directed in the first grade.

2. Review the forms and names taught in the first grade.

3. Pupils may make original designs, as houses, dishes, pans, etc., anything that requires only straight lines.

4. Form to be drawn *only*, not to be memorized.

Third Grade—Third Year.

Text-Books.—Third reader, language and copy-book.
Apparatus.—Slate, pencil, sponge, rule, pen, ink and practice paper.

WHAT TO TEACH.

READING.—Third reader and supplementary reading.
ELEMENTARY SOUNDS.—As they occur in the reader.
SPELLING.—With reader and all other class exercises.
PENMANSHIP.—Copy-book.
LANGUAGE.—Oral in connection with reading.
NUMBERS.—Combinations to one hundred.
PHYSIOLOGY AND HYGIENE. Oral unless school board has adopted a three-book series.
DRAWING.—Oral.

READING.

Continue the drill outlined in second grade.
In this grade require pupils to give the substance of the lesson in their own language, sometimes oral, sometimes written.
Supplementary Reading.—A third reader of another series.
Elementary Sounds.—Drill outlined in first and second grades.
Spelling.—See second grade.
Increase the amount of written spelling.
Have all geographical names and names of persons spelled as they occur in the reader.
Spell words in classified groups as follows: The names of the different parts of a house as one group, the names of things used in a kitchen, garden vegetables, grains, animals, trees, etc.
This study of words can be brought in as a part of the language work.
Penmanship.—Copy-book; secure good movement, rapidity, and accuracy of form.

LANGUAGE.

Re-write short sentences, changing singular nouns to plurals, and plural nouns to singular. Make questions out of these same sentences.

MODEL:

The dog barks.
The cow drinks.

Change to,
Does the dog bark?
Do the cows drink?
The dogs bark.
The cows drink.

Write sentences describing simple actions, sentences containing one or more given words, sentences with answers to what is seen in a picture, and what is told in reading lessons. Put new words from the reading lesson into sentences.

Teach correct use of *is* and *are*, *was* and *were*, *has* and *have*, *seen* and *saw*, *this* and *these*, *that* and *those*, etc., and the possessive form of the noun in written sentences.

Drill upon the correct use of such words as *to*, *too*, *two*; *no* *know*; *there*, *the* *r*; *right*, *write*.

Teach pupils to write names of the days of the week and months of the year. Also the use of the comma in a series, and in direct address.

Write short stories which the pupils have been taught to tell naturally. Dictate sentences and little stories containing short sentences, for pupils to write.

- NOTES.**—1. In the writing of stories (little compositions) require correct form from the first.
2. Subject at the top of slate or paper, half way across the page, and underscored.
3. Indentation of first line of each paragraph.
4. Hyphen to show the division of a word at the end of a line.
5. A capital letter at the beginning of each sentence.
6. The proper terminal mark at the close of each sentence.
7. The pupil's name just below and at the right of the production.

NUMBERS.

Numbers to 100, following directions of preceding years. Reading and writing numbers with not more than three periods. Multiplication tables all completed and *thoroughly known*. Roman numerals through one hundred. Use constantly all that has been learned in previous years in connection with this year. Give drill exercises constantly in *rapid* addition. Additions of numbers, not to exceed two periods, where carrying is involved. Subtraction of numbers, not to exceed two periods, involving borrowing. Multiplying and dividing, first, with multipliers and divisors of one figure. When pupils can do this well, let multipliers and divisors contain two figures. Review and use tables already learned (U. S. money, liquid and dry measure, linear measure and time table). Teach pupils to use and understand thoroughly the terms, sum, difference, minuend, subtrahend, multiplicand, multiplier.

Practical Examples.—Select and use *practical* examples, such as are met with in business life, for the purpose of *applying* what the pupils know, and are learning about the properties of numbers

Writing and Reading Numbers.—In reading numbers do not teach pupils to "begin at the right and enumerate"

until they reach the left hand figure. Teach the name of the first period, second, and third, saying nothing about the third, however, until pupils can read numbers of *two* periods readily. Take the number 325,132, for instance. Read 325 as if standing alone, then *name* it. (Whenever a number stands in the second period its name is *thousands*.) No directions need be given for 132, except to read as if it stood alone, without naming. When other periods are taken up, teach their names, then give these *names* to numbers that stand in them.

During the year give exercise in very simple fractions, involving such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$, etc.

Mental Arithmetic.—Require oral analysis, but make it very simple. Thus, if the problem be, "if Bessie has eight cherries and gives three to Charlie, how many will she have left?" The analysis should be as follows: "She will have the difference between eight cherries and three cherries, which are five cherries." Do not require a lot of "if," "therefore," etc.

PHYSIOLOGY AND HYGIENE.

See fourth grade.

DRAWING.

Curved Lines.

1. Circle.
Circumference.
Diameter.
Radius.
Semi-circle.
Arc.
Chord.
Segment.
Sector.
Quadrant.
2. Other figures.

- NOTES.**—1. Teach the above as directed in the first grade.
2. Review the forms learned in the first and second grades.
3. In review pupils make original designs, using both curved and straight lines.
4. Teachers should also dictate new designs, using both kinds of lines.

Fourth Grade—Fourth Year

Text-Books.—Third reader, language, copy-book and arithmetic.

Apparatus.—Slate, pencil, sponge, pen, ink and practice paper.

WHAT TO TEACH.

READING.—Third reader and supplementary reading.
ELEMENTARY SOUNDS.—As they occur in the reader.
SPELLING.—With reader and all other class exercises.
PENMANSHIP.—Copy-book.
LANGUAGE.—Oral.
ARITHMETIC.—Text-book. First book begun and completed.
GEOGRAPHY.—Oral.
PHYSIOLOGY AND HYGIENE.—Oral.
HISTORY.—History stories.

READING.

See second and third grades for methods.

Elementary Sounds.—See second grade. In this grade all the elementary sounds should be learned.

Spelling.—Same as second and third grades. Increase the amount of written spelling and diminish the amount of oral spelling.

Penmanship.—Teacher should never forget the writing class.

LANGUAGE.

Continue the Work of Previous Grade.—Write substance of the reading lessons, descriptions of pictures, and stories suggested by pictures. Write interesting stories told the class. *Write sentences illustrating the meaning of words found in reading lessons.* Write about persons and incidents brought out in reading lessons.

Abbreviations.—Teach use of the period in abbreviations, such as *Mr.*, *Mrs.*, *Dr.*, *Pa.*, etc., and with initials. Use of apostrophe in contractions, as *I'm* stands for *I am*, *don't* for *do not*, *can't* for *cannot*, *I'll* for *I will*, etc. The use of quotation marks.

Letter Writing.—Teach the form thoroughly before pupils write a letter. Copy the following form, and afterward reproduce it from memory several times:

LETTER FORM.

(Place)

(Date)

(Name)

(Salutation)

(Close)

(Signature)

ARITHMETIC.

First Book Completed.—This contemplates a two-book series. The first of these is now put into the hands of the pupils. If the work of previous grades as outlined has been thoroughly mastered, pupils will complete the book without trouble.

Remember no text-book contains all that is needed. The first book of some authors whose arithmetics are found in the schools are simple enough, especially the first part, to be used during the latter half of the previous year. When this is the case a book may be used to supplement the line of work there laid down.

First half of year should cover:

Notation and Numeration.—The study of these should aim at rapidity, so that pupils write or read without hesitation numbers of four periods, knowing the names of these periods, and the orders in the periods. Practice reading and writing numbers much.

Addition and Subtraction.—This will consume but little time, for pupils have had much drill in previous grades. Allow no counting on fingers, or by marks. Aim at speed and accuracy.

Multiplication and Division.—This work should complete and fix in mind all the drill that should ever be necessary for pupils. Give enough examples to secure accuracy and rapidity. Remember to test *thoroughly* the pupils' knowledge of multiplication tables. If they show any forgetfulness of these tables, review them daily, in connection with the other work.

Scheme for Division.—Many teachers have found the following plan a good one to make division plain and easy: First, write the dividend with the divisor at the left as usual. Then write out a table of products obtained by multiplying the divisor by each of the nine digits. Thus:

$15 \times 1 = 15$	$15 \mid 325,425 \mid 21,695.$
$15 \times 2 = 30$	
$15 \times 3 = 45$	30
$15 \times 4 = 60$	—
$15 \times 5 = 75$	25
$15 \times 6 = 90$	15
$15 \times 7 = 105$	—
$15 \times 8 = 120$	104
$15 \times 9 = 135$	90
	—
	142
	135
	—
	75
	75

By comparing these products by each partial dividend the pupil sees immediately what to write for the quotient figures. His multiplications are already made, so that no time is lost.

The work of this, the last half of year (usually four months), should cover the following:

NUMBERS.—Make the distinction between prime and composite numbers absolutely clear. Resolve numbers into composite, then prime factors. Have pupils name and write the composite factors of numbers to 100, and drill until no mistakes are made in recognizing them instantly. A simple and easy plan is to separate a given number into two large factors, readily perceived, and treat these similarly. Thus, take $72 = 9 \times 8$. $9 = 3 \times 3$. $8 = 2 \times 2 \times 2$. Then, $72 = 3 \times 3 \times 2 \times 2 \times 2$.

FRACTIONS.—Addition, subtraction, multiplication, and division. *This cannot be done too thoroughly.* Reduce mixed numbers to improper fractions, and the reverse. Give much practice in adding and subtracting fractions having common denominators, both oral and written, using only small denominations.

EXAMPLE.—Add $\frac{1}{4}$, $\frac{2}{5}$ and $\frac{3}{8}$; $\frac{5}{6}$, $\frac{7}{8}$ and $\frac{1}{2}$. In same way subtract. Require all written work to be done neatly and accurately.

NOTE.—Finish the book, reviewing as much of the previous term's work as possible.

MENTAL ARITHMETIC.

Same subjects are covered by the written arithmetic. Give especial attention to fractions, training the children to handle all kinds in their minds with ease.

This subject thoroughly taught cannot fail to quicken, strengthen and develop the reasoning powers and be a valuable drill in accuracy of statement.

1. Teach one thing at a time thoroughly and in its proper order.

2. Recitations should be *short*, the *careful attention* of every member of the class should be secured, and *animation* and *promptness* encouraged.

3. Lessons should generally be assigned previous to the recitation, pupils be required to study it, and during class exercise they should *rarely* be allowed to use the book.

4. *Inaccurate* and *hurried* solutions *must not be allowed*.

5. A question should be read *distinctly* and the pupil be required to repeat it accurately and *analyze it thoroughly*.

6. In the analysis *do not require the "therefore."*

7. Pupils should often be called upon promiscuously and not in rotation.

8. **RAPIDITY** and **ACCURACY** should characterize all operations in Mental Arithmetic.

9. Mental Arithmetic should be faithfully used during the remainder of the course.

GEOGRAPHY.

No book is to be given to the pupil. Lessons all taught orally. Teach [1] position, place, locating objects at hand, in school room and on school grounds, etc. [2] Direction, east, west, north and south; use these in describing location or place

of objects near at hand and in sight. [3] Distance, taught by comparing nearness of objects to pupils, to each other, idea of foot, rod, mile, etc., brought out. [4] Map. Develop the idea by representing school-room on blackboard. First draw the outline of the floor on a scale, as one inch to the foot, have pupils measure length of room and width. Then represent these accurately with proper number of inches. Locate them by accurate measurements, doors, windows, stove, teacher's desk, etc. These measurements may be made at noon, recess or after school. [5] Draw map of school-grounds, locating trees, school-house and other points of interest. [6] Draw map of township and locate all the school-houses, principal highways, streams of water, churches, etc. Drill pupils on these maps until they can locate these objects and draw the entire map. [7] With this township map develop the idea of surface—level, hilly, etc. Also bring out the idea of sloping surface, plain surface. [8] Idea of hills, represent it on blackboard. Hill and mountain, range of hills, streams of water, lakes. [9] Draw map of county, on board, first in outline. Have pupils locate principal points of interest, such as towns, county seat, streams, hills, lakes, ponds, etc. Then study the map with pupils until they are able to locate these when questioned, and are able to sketch the map. This gives them a knowledge of that portion of the county where they live, its surface, soil, etc.

Then draw out the following things about the township and county:

1. Trees—kind.
2. Soil—clay, sand, loam, etc.
3. Grains—wheat, oats, corn, etc.
4. Vegetables—potatoes, beets, etc.
5. Fruits—apples, pears, berries, etc.
6. Foods.
7. Plants and products for clothing.
8. Animals.
9. Birds.
10. Reptiles, fish, etc.

Map of Pennsylvania on same plan as county map.

PHYSIOLOGY AND HYGIENE.

Suggestive outlines for the use of the teacher.

Early Childhood:

1. A child's helpless condition.
2. Who took care of him and preserved his health?
Mother, father, grandparents.
3. Dangers to the body.
Fire, some playthings, poisons, etc.
4. Care of the body.
Feeding, bathing and clothing.

Teacher put on Blackboard the Following:

My parents took care of my health.

I must now learn to take care of my own health.

NOTE.—Use blackboard exercises all that is necessary to impress facts.

Our Bodies:

1. What they do:
Think, talk, move, rest, sleep, eat, drink, breathe.
- II. Parts:
Skin, flesh, bones.

NOTE.—1. Give instructions about bathing.
2. Explain fat and lean.

Teacher put on Blackboard the Following:

Keep the skin very clean.

We must not let our bones bend out of shape, for they may stay.

Muscles grow strong by use.

III. How made to grow:

1. By exercise, play and work.
2. By what we eat and drink.

Teacher put on Blackboard the Following:

It is best to exercise in the sunlight and pure air.

Alcohol and Tobacco cause disease and shorten life.

NOTE.—1. Talk with pupils about food, show that tobacco is not a food, men live without it, other animals do not eat it, if eaten it makes one sick, it is a poison.

2. Water is the only proper drink, all animals drink it, alcohol is not a drink, other animals do not drink it, if drunk it makes one sick, it is a poison.

3. Tell interesting facts in the history of tobacco and alcohol.

Our Bodies continued:

IV. Divisions:

Head, trunk, limbs.

NOTES.—I. Head:

1. A bony box called skull.
What it contains.
Show that the brain is the seat of thought.
How alcohol and tobacco affect it.
2. Talk of different forms in which tobacco is used.
3. Teach to preserve the teeth.

II. Trunk:

1. Divisions, chest and abdomen.
2. Explain the position of the chest, how it is made, what it contains, and what the organs it contains do.
3. Show the effects of alcohol on the heart, blood and breath.

4. Explain the position of the abdomen, how it is made, what it contains, and what the organs it contains do.

5. Show the effects of alcohol and tobacco on the stomach.

III. Limbs:

1. Explain the use of the muscles and bones.
2. Show the effects of alcohol and tobacco on the limbs, in the unsteady gait and trembling of the hands.

The Work.—1. Give a general outline of the location and character of the brain and nerves.

2. Give a general outline of digestion, show some of the changes that take place in the food, and how the digested food enters the blood.
3. Explain the heart and give a general outline of the circulation.
4. Explain in a simple way the functions of the lungs and diaphragm.
5. In each of the above show the effect of alcohol, tobacco and other narcotics.
6. Teach in a limited way the eye and ear.

The teacher shall require second and third grade pupils to enter this class.

Fifth Grade—Fifth Year.

Text-Books.—Fourth reader, language, second book, arithmetic, physiology and hygiene, copy-book, geography, spelling-book and history.

Apparatus.—Slate, pencil, sponge, pen, ink, and practice paper.

WHAT TO TEACH.

READING.—Fourth reader.

SPELLING.—Spelling-book for first time.

PENMANSHIP.—Copy-book.

LANGUAGE.—First book.

ARITHMETIC.—Second book to decimals.

GEOGRAPHY.—First text-book.

PHYSIOLOGY AND HYGIENE.—Text-book.

HISTORY.—History stories.

READING.

Up to this time the object has been to teach to read. The work of the fifth grade should be more comprehensive. Besides continuing to teach to read, the study should assume more of a literary character.

Our primary object is how to cultivate a taste for good literature. Authors should be studied in a limited way. When, where, and how they lived. Some of their most important works should be discussed, and read, if possible. Study carefully all the selections given in the reader. Here words should be studied, as synonyms, derivatives, and primitive. The most important historical allusions and rhetorical figures should be thoroughly understood.

Supplementary Reading.—A fourth reader from another series than that used in school should be used as supplementary reader. Require pupils to commit short extracts to memory, and to give the substance of what they read, both oral and written, as in the second reader. Pupils should have free access to the dictionary.

SPELLING.

In all the spelling exercises one idea should be kept prominent, namely:—That the object of spelling exercises is to increase the child's vocabulary, and to fix the written form in his mind. Now, there are some things to be avoided, and some other things never to be omitted. In the first place, don't give too much, don't give words that are already known, don't give words that are beyond the understanding of the pupils. Ten words would make a fairly good day's work for an ordinary pupil, if studied in the right way. They can be written on the board in the morning, correctly spelled, by one of the class if you wish to save time, then erased when all are ready for work. Then spell—to get the correct written form. Then define—to fix the meaning. Then use each in a sentence. That makes each word a part of the child's vocabulary—a permanent addition. Then the vowels and other letters that need special marks to indicate the sound should be properly marked by the use of the proper diacritical marks. This helps to fix the correct pronunciation, so that at the end of each spelling exercise every pupil will have gained ten words, and at the end of each school year of six months 1,000—1,200 new words will have been thoroughly learned. In this way one exercise can be used for several classes, and time saved.

PENMANSHIP.

Teacher.—See that this exercise is never omitted. See third grade.

Be sure that the work is thoroughly done.

LANGUAGE.

Use text-book on language. If no such book is in use in the district, continue work as indicated in previous grades. Continue written reproduction of reading lessons, short stories and descriptions. Reproduction in writing of gems of prose and poetry committed to memory. Re-write in pupil's own language poetry found in reading lessons. Letter-writing and business forms. Exercises dictated by the teacher, and written by pupils.

Continue drill in uses of period, comma, interrogation and exclamation point, apostrophe and quotation marks.

Give much drill on proper use of verbs in common use that are habitually mis-spoken and incorrectly used, such as *lie, lay; set, sit; teach, learn; did, done*, etc. Require much sentence writing in connection with these.

Nouns.—Teach pupils to distinguish and point out nouns. Show objects and have them named. Pupils write these names. Make lists of nouns from things about the school, from reading and other lessons.

A NOUN MAY BE THE NAME OF

1. A person.	}	Proper
2. A place.		
3. A thing.		

Adjectives and Adverbs.—After the same manner, teach adjectives and adverbs.

ARITHMETIC.

Second Book.—Beginning with the second book, cover thoroughly everything to decimals. With books that give decimals before common fractions, change the order and teach common fractions first. Draw on different text books for supplementary work. Be thorough in definitions, principles and *analysis*. Too many pupils "finish" arithmetic mechanically, and have not learned to *think or reason*. Require reasons for solutions to be stated understandingly.

First Four Months.—Fundamental operations, definitions and rules. Factoring, common divisor, greatest common divisor; multiples, *common* multiples, *least* common multiples. Fractions through reductions, additions, subtraction, multiplication and division. In teaching fractions impress upon the pupils the fact that dissimilar fractions, such as $\frac{1}{2}$ and $\frac{1}{3}$ cannot be added, subtracted, etc., any more than dissimilar things, such as cows and horses, and for the same reason, if we would add cows and horses we must give them a common name, as animals, then we can add them. So if we would add fifths and thirds we must give them a common name as fifteenths. In division of fractions, instead of teaching pupils to invert the divisor and multiply, teach them to reduce to a common name (denominator) and divide the numerator, which is the only logical and sensible thing to do, and will lessen, if not remove the difficulties which both teachers and pupils find in handling fractions. This is the most important subject in the book, and should be carefully taught.

The Rest of the Year.—During a part of this term use problems that give practice in articles of commerce bought and sold by the hundred-weight, by the thousand and the ton, such as beef, pork, lumber, shingles, hay, etc. For the remaining part of the term, review fractions and apply them to practical problems.

MENTAL ARITHMETIC.

Mental Arithmetic.—Same subjects as written arithmetic, but everything to be done mentally.

GEOGRAPHY.

Fifth Year.

Pupils may now take the first text book and learn definitions of all important land and water forms. Such forms and their names have all been previously taught from the black-board or from neighborhood relief forms. It is now time to put these into language. They may know an isthmus when they see it, and may be able to name it. Now they must describe it or give a definition. Teachers can follow the text book, except that they should omit all chapters or lessons on zones, latitude, longitude, and other mathematical subjects, which are far too difficult for children of this age. Omit all lessons on Grand Divisions, except North America and take up the United States in a general way. Do not go to any other Grand Divisions. (This should take the first half year.) When through with this general work in the text book take up the State of Pennsylvania, locate your own county, and in the county your own town or township, study the State thoroughly in the same way as you do the county, as indicated for the fourth year. Make map of State; also (* see note) paper pulp relief map; lay out railways, rivers, mountains, and cities. Indicate crops, industries, etc. Study the character of the people as to nationality and progressiveness. Always starting from the *known*, your own locality.

This should take the last half of the year.

PHYSIOLOGY AND HYGIENE.

In the fifth, sixth and seventh and eighth grades the books should be used, a primary book with the fourth reader, and an elementary or higher book with the fifth reader. The physiology and hygiene during the last four years of the course. This work should not be simply reading, but as thorough a study of the subject as the scope of the text-book will allow.

For the fifth year, first half of first book, paying especial attention to the effects of alcohol and narcotics.

Sixth Grade—Sixth Year.

Text-Books.—Fourth reader, language, elementary arithmetic, physiology and hygiene, copy-book, geography, spelling-book and history.

Apparatus.—Slate, pencil, sponge, pen, ink and practice paper.

* NOTE. To make these maps take any kind of old newspaper (not writing paper) tear it into small bits until you have a pailful, pour on boiling water (cold will do) and with a stick churn it about until it becomes a mass of pulp.

Then draw an outline of the map you wish to make on a board or heavy pasteboard and put on the pulp, raising it in ridges for mountains or hills making it low and thin for valleys; in other words make as near as possible your idea of the relief form of the area under consideration. After this dries the rivers can be marked with blue ink, and the coast line colored in the same way. Black dots may indicate the location of cities.

The whole map may be fastened to a piece of heavy pasteboard and hung up to show what you can do.

WHAT TO TEACH.

READING.—Fourth reader.

SPELLING.—Spelling-book.

PENMANSHIP.—Copy-book.

LANGUAGE.—With text-book, last half first book.

ARITHMETIC.—Second book. Decimals, measures of extension, weight, capacity, etc., compound numbers, solid measure.

GEOGRAPHY.—Text book. Study British America, Mexico, Central America, South America.

PHYSIOLOGY AND HYGIENE.—Text-book.

HISTORY—Use 1st Text-Book.

See fifth grade for methods.

SPELLING.

See fifth grade.

PENMANSHIP.

Teacher should try and secure better results in penmanship.

Copy and fill out business forms in connection with arithmetic.

LANGUAGE.

Complete text-book on language. If no book is used continue work of previous grades.

Continue the work of the previous grade. Have pupils describe orally and in writing, journeys and pleasure excursions. Biographical sketches of prominent men whose names are met with in reading or other lessons. Geographical essays. Continued oral and written reproduction of reading lessons. Continue to teach *nouns, adjectives, adverbs*. Also during this year teach the *pronoun* and the *verb*, so that pupils are able to recognize and point them out quickly and readily.

Subject and Predicate.—Teach two essential parts of the sentence, the subject and the predicate, so that pupils can point them out readily.

Do not make yet much use of formal definitions.

This work should be done thoroughly, so that pupils are prepared to begin the study of technical grammar with the text-book at the beginning of the next year.

ARITHMETIC.

First Four Months.

Decimal Fractions.—There is nothing difficult about decimal fractions when the decimal point is once understood. All operation, except the fixing of the decimal point, to be here used pupils understand and are able to use. The one great thing for the teacher is to make clear and fasten in the pupil's mind the laws which fix the decimal point. They are *easy to learn and easy to understand*. The text-book makes everything clear. Let the teacher study how to teach it well, and all will be made plain to pupils. In pointing off in multiplication and division *never* allow a pupil to guess at it. Constantly ask, "Why do you place the point there?" "Would it not be right to place the point here?" Compel pupils to give reasons (which is nearly repeating the rules) until they cannot be deceived, and are proof against mistakes. Teach thoroughly how to reduce common fractions to decimals, with the same care about pointing off. Also to reduce decimals to common fractions. Apply decimal fractions to U. S. money in accounts and bills.

Rest of Year.

The work for last half year will consist in learning and applying the tables of measures, of extension, capacity, weight, time, etc.

Compound Numbers.—Exercises in reduction, addition, subtraction, multiplication and division.

Measurements.—Give much drill upon problems that relate to measurements of surface, such as plastering, carpeting, papering, land, etc.

Solid Measure.—Board and timber measure, examples relating to measurements of bins, timbers, walls, cellars, wood piles, areas and solids of all kinds. Give a large number of practical examples that will make pupils entirely familiar with these.

Review the work of the previous half year to fix it well in mind.

MENTAL ARITHMETIC.

Same subjects as written arithmetic.

GEOGRAPHY.

At the Beginning of the Year.—The class should take up the map of the United States. Study it as a whole in the same way as we have previously studied the township, the county and the state. First as to relief form, location of mountains, watersheds, river systems, lakes, coasts and cities. Study the crops found in various localities, the mineral products, industries, railroads, people, etc.

Make map of the United States, also a paper-pulp relief map. (See note fifth year.) This work should occupy the first half of the year.

After the holiday vacation take up South America, Europe, Asia, Africa and Oceanica in this order. Study them in a more general way, and finish the book during the last half year.

Remarks.—Make but one class in geography for the fifth and sixth grades. After the first three months' work, which is

the same for each year, it will make little difference whether the fifth grade pupils begin with North America or with British America, Mexico and Central America.

PHYSIOLOGY AND HYGIENE.

Finish first book. See last paragraph of Fifth Grade work. U. S. History finish beginners' book.

Seventh Grade—Seventh Year.

Text-Books.—Fifth reader, language, second arithmetic, copy-book, geography, second history, civil government, spelling-book, physiology and hygiene, second book.

Apparatus.—Slate, pencil, sponge, pen, ink, and practice paper.

WHAT TO TEACH.

READING.—Fifth reader. Where it is deemed advisable, the works of standard authors may be substituted in seventh and eighth grades for the fifth reader, being careful to use both prose and poetry. Sufficient attention should be paid to analysis in the reading to show the pupil the connections between reading and language or grammar.

SPELLING.—Spelling-book.

PENMANSHIP.—Copy-book.

GRAMMAR.—Text-book.

ARITHMETIC.—Percentage, commission, taxes, stocks, simple interest, true and bank discount, exchange, partial payments.

GEOGRAPHY.—Pennsylvania, United States, South America, Europe.

PHYSIOLOGY AND HYGIENE.—Text-book.

HISTORY.—Second text-book.

READING.

See fifth grade for methods.

Continue telling and writing an outline of the lessons, and the study of words, historical allusions, and rhetorical figures.

All through the intermediate work require the committing to memory of short selections to be recited before the class or school.

Be sure that the reader gets a mental picture of what he reads.

SPELLING.

See fifth grade.

PENMANSHIP.

See third and fourth grades.

When pupils finish the seventh grade they should know how to write well.

GRAMMAR.

Use the text-book. Begin with the simplest kind of a simple sentence. Teach carefully subject and predicate. Then modifiers of subject, modifiers of predicate. Proceed slowly, making each step very plain, requiring much writing of sentences to illustrate and fix in mind every principle. After the simple sentence is mastered, go on to the complex and compound. Avoid, during the first year of this course, the tangling, perplexing, and obscure points of technical grammar. Strive to give pupils a clear understanding of the ordinary syntax of English grammar. If the text-book in use does not begin with the sentence, but with definitions, omit what precedes the sentence; begin with the sentence, delaying the parsing and the definitions until pupils have acquired some knowledge of analysis.

ARITHMETIC.

First Half Year.

Percentage.—Before beginning percentage give a few review lessons in decimal fractions.

NOTE 1.—All operations in percentage are only applications of decimal and common fractions to find—

1. A part of a number (to find percentage having base and rate).
2. What part one number is of another (to find rate having base and percentage).
3. Of what number a given number is a given part (to find base, having percentage and rate).

Table of Equivalents.—

10% = .10 = $\frac{1}{10}$	12½% = .125 = $\frac{125}{1000} = \frac{1}{8}$
20% = .20 = $\frac{2}{10} = \frac{1}{5}$	37½% = .375 = $\frac{375}{1000} = \frac{3}{8}$
25% = .25 = $\frac{25}{100} = \frac{1}{4}$	62½% = .625 = $\frac{625}{1000} = \frac{5}{8}$
30% = .30 = $\frac{3}{10}$	33⅓% = .33⅓ = $\frac{1}{3}$
40% = .40 = $\frac{4}{10} = \frac{2}{5}$	6¼% = .0625 = 1-16. etc.

Solutions.—All solutions of problems should be based upon analyses already made familiar to pupils in operations in common and decimal fractions, and thorough explanations should be rigidly enforced. The ordinary formula should not be used until each principle has been made familiar by analysis. The formula should *never* precede analysis.

Arrangement of Work.—All work must be accurately and neatly placed on board, slates or paper, each necessary step being indicated.

Model.—A house costing \$1,000 was sold for \$1,250 What % was gained?

\$1,250—\$1,000=\$250, amount gained.

$\$250 \div \$1,000 = .25 = 25\%$, rate per cent gained.
Applications of principles of percentage to profit and loss, and commission.

Second Half Year.

Commission, taxes, stocks, insurance, simple interest, notes, true and bank discounts.

Business Forms.—Make the writing of business forms a very prominent part of this work. Bills of account, receipts, bank drafts, bank checks, certificates of deposit, promissory notes, etc. Also teach in this connection, the elementary principles of bookkeeping. (See manual for business forms.)

Exchange, partial payments, and a review of previous term's work.

MENTAL ARITHMETIC.

Some subjects as written arithmetic, except business forms, teacher give and call for many original problems.

GEOGRAPHY.

Begin the larger text book in the seventh year, after having studied the geography laid down in the preceding years. This class can take up the work as given in the book, and complete the subject to South America during the first half year.

After the holiday vacation take up South America, Europe, Asia, Africa and Oceania in this order and study more in detail as given in the text book

Finish this year.

HISTORY.

United States History should not be pursued merely as a reading lesson, but taught regularly and systematically, with the object in view of giving the pupils, before leaving school, a good, clear knowledge of the history of our own country. The topic method should be largely used, and the most important facts of history firmly fixed in mind by repeated reviews. To make the subject interesting much information not found in the text-books should be brought into the class, not to be learned, but to impress upon the memory what has been learned already. Pupils should never be allowed to use the words of the book in reciting. They should be taught to study a paragraph, or paragraphs, bearing upon a particular topic so as to be able to give the substance of what has been read in their own words. So, when a period or epoch has once been gone over in class, the pupil, by means of a brief diagram or outline, should be able to give all points of interest and importance, omitting what there is no profit in attempting to remember. The frequent use of diagrams can be made of great benefit in the work.

First Half Year.—Periods of discoveries, explorations and settlements, inter-colonial wars.

Balance of Year.—Revolutionary war.

PHYSIOLOGY AND HYGIENE.

See fifth grade. Take first half book. Take first half second book.

Eighth Grade—Eighth Year.

Text-Books.—Fifth reader, grammar, second book complete, arithmetic, copy-book, geography, history, civil government, spelling-book and history.

Apparatus.—Slate, pencil, sponge, pen, ink and practice paper.

WHAT TO TEACH.

READING.—Fifth reader.

SPELLING.—Spelling-book.

PENMANSHIP.—Copy-book.

GRAMMAR.—Text-book completed.

ARITHMETIC.—Second book completed.

GEOGRAPHY.—Completed.

HISTORY.

PHYSIOLOGY AND HYGIENE.

CIVIL GOVERNMENT.

READING.

See fifth and seventh grades for methods.

During the eighth year a careful study of short selections from American or English authors, and stories from ancient classics.

SPELLING.

See fifth grade.

PENMANSHIP.

See previous grade.

GRAMMAR.

Complete the text-book.

ARITHMETIC.

First Four Months.—Review percentage, including interest, profit and loss, discounts. Ratio and proportion.

Balance of Year.—Men-surat'on, measurements of plane surfaces,—squares, triangles, rectangles, etc. Practical problems to apply. Cube and square root, and their applications to solids. Also study thoroughly the application of these as used by mechanics. Review any important topics needed by class.

Mental Arithmetic.—Finish up the subject, giving especial drill in percentage, fractions, and denominate numbers, making the pupils entirely familiar with and sure of these subjects.

Never allow pupils to sit and study on a question, but require them to arise, repeat it and solve promptly.

GEOGRAPHY.

Eighth Year.

During the first half of this year the teachers shall give the class either by text book or outline on blackboard, or globe, a complete discussion of the subject of Mathematical Geography, giving reason for location of tropics, polar circles, etc. Effect of inclination of axis, changes of season, width of zones, climate etc. After which the class shall take up the general subject of Physical geography to be given by teacher in the form of outlines on blackboard unless class can have some good text-book for guide. The subjects of tides, winds, ocean currents etc., and the effect of the same on climate should be given especial study. The work outlined in the first part of this year, mathematical geography should be given at least two months time, physical geography the remaining two months of the first half year when the subject is finished and the class ready to take up Civil Government.

HISTORY.

At the beginning of the year we should again take up United States History at the constitutional period, and complete the study of the first half. For the last half of the year complete the study. A greater interest will be given to the study if at appointed times the class look up special subjects, as follows:

Accessions of Territory. { by purchase.
 { by conquest.

The doctrine of State Rights.

Slavery. { When introduced.
 { Provisions in the constitution.
 { Missouri Compromise.
 { Fugitive slave law.
 { Kansas-Nebraska bill.
 { Decision of Supreme Court.
 { Emancipation proclamation.
 { Amendments to the constitution.

American Literature. { In colonial times.
 { In revolutionary times.
 { In constitutional period.

Treaties. { Names.
 { When secured.
 { Privileges or rights granted.

Tariff. { Duties.
 { Internal revenue.
 { Protective tariff.

Inventions. { Cotton gin.
 { Steamboat.
 { Railroad.
 { Telegraph.
 { Sub-marine telegraph.
 { Telephone.
 { Electric light.
 { Electric motor.

Prominent Men. { Of colonial times.
 { Of revolutionary times.
 { Of constitutions.

CIVIL GOVERNMENT.

Pupils have now finished the subject of Geography and should devote some time to learning the elementary facts and principles of Government. It is fitting that our young men and women, when they go out into life, should carry with them some definite ideas of Governmental affairs, that they may make the more intelligent citizens. Begin with the township. Give reasons for having township officers. When and how elected. What compensation, length of term, duties, etc.

Then take up in the same way the county officers. The class should then get the leading facts in regard to our State affairs—giving more particular attention to those things which touch the individual citizen—as for instance, election of Representatives, Senators, etc., their duties and responsibilities. Show the three divisions of the Government, Legislature, Executive and Judicial.

We are now ready for a short course of a few lessons on United States Government, to be studied in the same general way.

Divisions of Government. What has the the ordinary citizen to do with any of these branches?

When and how we elect Representatives (Congressmen), Senators, Presidents. How is the judicial department established, etc. In eight-month schools these four divisions can each have a month, but when the term is shorter the teacher can divide the time so as to cover the subject as well as possible.

PHYSIOLOGY AND HYGIENE.

See fifth grade.

Finish the subject.

EXPLANATION OF THIS SYSTEM.

IF YOU "KNOW IT ALL," DO NOT READ THIS.

If you want the best results from the system, see that the importance of each point is fully understood. "The system is doing a grand work!" comes to us from every county where it is *thoroughly understood and faithfully followed*.

Our interest does not end with the introduction and sale of the Register. We want to see the ENTIRE PLAN OF SUPERVISION in operation, thoroughly understood and faithfully executed.

To this end we give below an

Outline of this Plan of Country School Supervision and Gradation.

1st. Every school has a Classification Register with a Course of Study.

2d. The County Superintendent sends classification blanks to the teachers at the *opening* of the school.

3d. The teacher, after completing the organization and classification of her school, *makes a record of it* in her Classification Register at the close of the FIRST WEEK of the term and immediately sends a *fac simile* classification report to the County Superintendent, showing him the organization and classification of the school at the *beginning of the term*. The County Superintendent is thus enabled to remedy defects and make suggestions before the term is far advanced. A similar report may be sent to the County Superintendent at the end of each month *if the Superintendent thinks wise*.

4th. At the close of the term, the teacher *enters the record of the entire term's work* in the Classification Register for her successor, and sends a *fac simile* report to the County Superintendent. The more *complete this last record is made the more information* may be conveyed to the succeeding teacher and the County Superintendent.

5th. Teachers should make pupils familiar with the course of study, showing them their "year" or "grade" in the course, and calling their attention to studies in which they are ahead or behind their grade.

Promotions.

When a pupil has finished a grade of the course of study, and passed a satisfactory examination on the work canvassed, the teacher should grant said pupil a CERTIFICATE OF PROMOTION. This certificate of promotion is made an efficient incentive and stimulus by skilful teachers. Certificates of promotion should be furnished to each teacher by the County Superintendent.

Examinations.

EXAMINATIONS BY TEACHERS.

Each teacher may hold an examination or review on the work canvassed during each month, at the close of the month, or at such periods as the County Superintendent of each county may direct.

TOWNSHIP OR CENTRAL EXAMINATIONS.

In February or about a month before the winter term closes, the County Superintendent sends blanks to each of his teachers to be filled out and returned to him. These reports will show whether there are any prospective graduates or any pupils ready for a *junior* examination, which the Superintendent may think wise to give pupils one year before they attempt to graduate. The following is a suitable form of blank:

Name (or designation) of school.....
This term commenced.....188... will close.....188...
No. of candidates (from senior grade) for graduation at close of this term.....
No. of candidates (from senior and junior grades) for graduation at close of next winter term.....
Total No. recommended by teacher to take the County Superintendent's examination.....
Remarks:.....

.....Teacher.
NOTE.—While all pupils of junior or senior grades (*i. e.*, the last two grades in the course of study) may be recommended by the teacher to take this examination simply as a test of scholarship, *no pupil who has not pursued all the common branches uniformly or, at least, brought up back studies* will be examined as a probate candidate for graduation.
.....County Superintendent.

Having thus ascertained the number of pupils recommended for examination in the various schools of each township, the Superintendent should appoint a day and name a schoolhouse most central and convenient for those of the township or townships who are to meet there, and inform each teacher of the time and place appointed for the examination. If possible, the Superintendent conducts these central examinations in person; otherwise, he should appoint a competent teacher or committee to take charge of it, and furnish said person or committee with suitable examination questions in sealed envelopes to be opened at nine o'clock on examination day.

Instructions as to suitable examination paper, proper labeling, binding, paging, etc., of examination manuscript should be given by each County Superintendent.

The Superintendent will report to each teacher the result of the examination, designating the successful candidates who are recommended for graduation.

Besides this annual examination two other term or test examinations may be held the last of December and May, when the County Superintendent so directs.

Graduation Exercises and Granting Diplomas.

Pupils who pass the required examination will be entitled to COMMON SCHOOL DIPLOMAS.

At the close of the term, each school may have its *graduating exercises*, or two or more schools may unite for this purpose if deemed wise. At the close of these exercises the President of the School Board will present each graduate with a diploma signed by the Teacher, County Superintendent and President of the School Board.

The County Superintendent may make arrangements with the various High Schools of the county, whereby country pupils holding Common School Diplomas may enter specified grades without further examination, thus binding the Common School and High School together, and using this as an incentive to higher work.

Monthly Reports to Parents.

These are an excellent means of keeping the school work before the patrons. They are a *regular, periodical* reminder. They also serve as an efficient medium of communication between parents and teacher. They show to parents the studies pursued by their children, the work canvassed, the time lost by tardiness or absence, books and material needed, etc. They are their children's "monthly statements of account." One report lasts a term, being signed and returned by the parent each month. A tablet of these reports should be furnished to each teacher by the County Superintendent.

Examination Paper.

A wide-awake County Superintendent will make an effort to have his teachers require pupils to use examination paper with suitable headings and marginal ruling. This conduces to neatness and system in the work, and is just as cheap. He can easily have this done, by sending to each teacher a sheet of the kind he wants used. He should instruct teachers to properly label and preserve on file all manuscript of monthly or periodical examinations. This examination manuscript, essays, language work, etc., should be neatly arranged for inspection by patrons and others who may visit the school.

Value and Proper Use of Classification Reports.

They show to the County Superintendent the organization of the school, the program, number of classes, time for each recitation, and the studies that each pupil is pursuing. The Superintendent should promptly notify teachers of defects in organization as to number of classes, poor programs, etc., also as to deficiencies in studies pursued by any pupils.

These reports when orderly filed in book form may be carried by the Superintendent while visiting schools and (the principal defects of the school that require his supervision having been previously noted in each report) consulted before entering each school.

Let such a plan of supervision of country schools as outlined be faithfully carried out and we shall see:—

1st. Each school properly organized and the pupils pursuing the proper studies selected under the direction of the teacher and sanctioned by the County Superintendent.

WHERE NOW the school is tossed together, and the studies selected by chance, or by the whim of the pupil.

2d. A definite outline of work for each term, and an incentive, like that of graded schools, to complete the course of study and graduate.

WHERE NOW there is no outline of work, no objective point to reach, and, instead of spurring on to graduation, studies grow monotonous, school becomes distasteful, and pupils simply "quit school" by "*dropping out*" all along the way.

3d. The County Superintendent is in truth a Superintendent of the organization of every school, maps out the work, has supervision over the studies and work of *every child*, communicates and co-operates with each teacher on every defect and deficiency reported, and holds a "tight rein" over every school, every teacher and every pupil. He is thus a guide and a helper to every teacher, and his *directing hand is felt by every pupil*.

WHERE NOW the County Superintendent knows but little of the organization of any school, and does not pretend to map out the work for his teachers, regulate the studies pursued by children, arrange programs, or regulate the number of grades and classes.

4th. The new teacher, without wasting several days and upsetting the organization of the school as "all wrong," begins school at nine o'clock the first day where the last teacher left off (the same as in city graded schools), having a complete record of the work done by each pupil, and by each class, and a program, and plan of the school work.

WHERE NOW each teacher begins in the dark as to what has been done by her predecessor—no record or plan, program, classes, studies pursued—nothing! And now a week or two of general upsetting, a turning back to the beginning of books, a new organization of the school, which "will be fairly in working order in about two weeks," and a strong feeling on the part of the new teacher (and unfortunately, too often an expression of it) that "the preceding teacher knew absolutely nothing about teaching school."

(F)

HOW TO STUDY.

A Book for Self Improvement in School and Home.

(CLOTH BOUND, Price \$1.00.)

This book aims to give students suggestions and directions as to the manner and method of study. In the first 40 pages it gives general suggestions on developing an active, healthful, vigorous mind and points out the evil effects of bad *habits* of study and of thought. Next it takes up the common branches separately, giving suggestions on the method of studying each. The last part is devoted to CHARACTER BUILDING or the DEVELOPMENT OF THE MAN as a work apart from the acquisition of knowledge. From the author's preface we quote as follows:

"Many people acquire knowledge; few get wisdom. The manner and method of acquisition is of great importance. The faculty of acquiring and committing is not one of the highest order; in fact it is often found in inverse ratio to the power to originate, apply and utilize, and the wrong *habit* of acquiring knowledge may do more harm to the student than the knowledge itself benefits.

"*Habits of thought and of life are more than knowledge, and the habits formed in early life may render knowledge useless and even harmful.*" Many faithful, hardworking students often form plodding habits of thought that render their work, on the whole, more harmful than helpful. The advice so often given to pupils by speech makers in schools to 'sit down doggedly to the work, and keep at it, and you'll surely succeed in time,' would be all well enough if the end and aim were to commit the Koran, Talmud or sacred Vedas. But progressive educators believe more in unfolding the student's powers under proper conditions than in branding them with *facts*.

"Acquisition should be more a means than an end.

"The ultimate end of study is not to *make* but to cause to *grow*—clear, active, healthful, vigorous, powerful minds; not to acquire facts alone, but also "the fire that dissolves all facts."

This book should be in the hands of Third, Fourth and Fifth Reader pupils, a lesson assigned them (as one class) each day, and a general recitation given for its thorough discussion.

Special rates to teachers and county superintendents desiring large quantities to supply pupils.

W. M. WELCH, PUBLISHER

Garden City Block,
CHICAGO.

How to Organize, Classify and Teach a Country School.

(Cloth bound, \$1.00)

This book is especially adapted for Country School work.

It aims:

- To tell the most in the fewest words.
- To place before the teachers only what is practical.
- To enable teachers to classify their pupils and systematize their country school work.
- To reduce the number of classes to the minimum.
- To give teachers practical methods of presenting each branch.
- To help teachers to educate themselves at home.
- To lead teachers to the study of mental philosophy.
- To set before teachers points of school law with which every teacher should be familiar.

"All the learning of Lord Bacon would not enable a man to make a watch, unless he had first practiced the trade; all the science of Isaac Newton would not impart the power to navigate a ship, unless the captain had previously learned the art of seamanship; and the learning of both, combined, would not

ENABLE A MAN TO MANAGE A DISTRICT SCHOOL, and attain the objects for which it was designed, without a careful study and practice of the principles of Teaching."

THOMAS HUNTER.

The book mentioned above is written for *Country School Teachers*. It contains nothing but what is *practical—no theorizing, no superfluous words*.

It will be *especially helpful to teachers* using **WELCH'S CLASSIFICATION REGISTER**, being published by the same author.

Special arrangements are made with County Superintendents who use the Classification Register and liberal discounts given to their teachers.

Terms quoted on application.

Publications for County Superintendents.

WELCH'S System of Close Supervision of Country Schools.
Classification Record.
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Teacher's Reports to Parents.
Certificates of Promotion.
Lithographed Diplomas.

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In order to introduce our Teachers' Books, Daily Registers, School Blanks, Diplomas, Order Books, and especially our Everlasting Blackboard Erasers, we make this offer: To each pupil who calls school officers' and teachers' attention to our advertisements and gets them to order goods to the amount of \$5, we will give one DOLLAR'S worth of any of our books or publications the pupil may select.

Books for Pupils' General Reading.

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W. M. WELCH, Publisher

Garden City Block,
CHICAGO.

New Opening Exercises.

BY PROF. C. H. GURNEY.

(Cloth bound, \$1.00.)

How to open school each day is a practical question for wide-awake teachers. Whether the Bible be used or not may be left to the judgment of each teacher, but in any case there ought to be *some* form of opening exercises.

Says W. N. Halman: "Undoubtedly one of the most powerful special helps in ethical instruction is the opening exercise. Here the child may learn to study systematically, and to love it. Here its whole being may be attuned ethically for the day's work."

A progressive teacher rose in an association recently and stated that she had completely broken up tardiness by the interest created in opening exercises.

Prof. Gurney has prepared a book of "Opening Exercises" that will be welcomed by teachers and pupils. It contains a fresh, interesting, profitable and beautiful opening exercise for every day in the year.

There is really a PROGRAM OF EXERCISES for each morning, which may be varied or modified by each teacher as occasion requires.

We quote as follows from the author's preface:

"Every OPENING EXERCISE should be (1) brief, (2) interesting and attractive, (3) appropriate and preparatory to the work of the pupil, (4) educative and elevating."

Teaching a good lesson.

"Beginnings are regarded with much interest. The beginning of each school day should be a period of constant interest to every teacher. A day well and pleasantly begun is likely to be a pleasant and successful day, and to have a pleasant and successful close." The wide-awake teacher says: "What shall I have for my next opening exercise?" The routine teacher thinks nothing of the matter. Opening exercises carefully and judiciously prepared, and wisely conducted, form an important part of a school day. As a part of *moral education* a good opportunity is presented.

"To create favorable impression.

"To incite to noble and generous action.

"To lead to admiration of pure character, and a desire to attain the same. "*Working character study and the virtues the basis of work*," no lack of material need be felt by any energetic and ingenious teacher."

Special rates to teachers desiring a quantity for the use of pupils.

Teachers' Memory Gems.

(Beautifully bound in imitation Alligator, 50c.)

It aims:

To familiarize pupils and teachers with the principal English and American authors.

To set forth the masterpieces of each author with gems from each.

To supply beautiful thought gems for pupils to commit to memory.

To provide blank pages for gems selected by the teacher or pupils.

To show teachers the plan of conducting this work to the best advantage.

PUPILS' MEMORY GEMS arranged for carrying out the work above indicated.

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COMMON SCHOOL DIPLOMAS for Country Schools.

MONTHLY REPORT CARDS to parents, of scholarship and deportment; assorted colors, \$1 per 100.

DIPLOMA CARDS—size, 5½x3—certificates for punctuality, good conduct, etc., etc., \$2 per 100.

SAMPLES AND CATALOGUES SENT ON APPLICATION. PROMPT ATTENTION TO MAIL ORDERS FROM TEACHERS.

W. M. WELCH, Publisher.

Garden City Block,
CHICAGO.

PUBLISHERS' NOTE.

The publishers take pleasure in offering to the public the present REVISED edition of Welch's System of Close Supervision. The author having made this subject his special study and special work for over sixteen years, and having secured the suggestions of the leading educators of twenty-five States in which this Classification Record and System of Supervision is used, has produced a system for Organizing, Classifying and Supervising schools which is unquestionably without a peer in this special line of work.

The success and popularity of his system are due in no small degree to its simplicity, freedom from "red tape" and unnecessary details. His aim has been to leave out all statistics and matter that do not pertain to the Organization and Classification of a school, and do not properly belong in a Classification Record.

It is an easy matter to multiply forms and obscure the essential by the non-essential. Matter pertaining to attendance, and other mere statistics will be found in every good attendance register and the teacher should be relieved of all unnecessary labor in duplicating statistics. However, for those desiring such statistics, the author has prepared different special editions containing a variety of forms in addition to his Regular Classification Forms; also an edition containing both attendance and classification records combined, for those who prefer the combined forms.

The publishers undertake on their part to give to their patrons a book improved mechanically, both in quality of stock and workmanship.

Since Welch's System was published and introduced, periodical imitations have made their appearance from time to time, and each lived its day and went the way of all imitations. That this system has survived them all, and has spread from State to State until now it is the system in the principal States of the Union, is an indorsement for it which surpasses all the excellent testimonials received for it from State, City and County Superintendents all over the United States.

Attention is called to the fact that the County Superintendents who are using all the items of Welch's Complete System of Supervision are securing far better results than those who are using them only in part. The items comprising the Complete System are:—

- 1st. Classification Record.
- 2d. Classification Reports to County Superintendent.
- 3d. Classification Report to Parents.
- 4th. Certificates of Promotion.
- 5th. Common School Diplomas.
- 6th. Examination Questions and Courses of Study.
- 7th. The Teacher's Guide, "How to Organize, Classify and Teach a Country School."

A detailed explanation of these items will be found in this book on the page headed "Explanation of this System."

As orders come in for new supplies of records and blanks, both from counties where our system has been continuously used and from those that have given "imitations" a "trial" and come back to ours again, it gives the publishers pleasure to be able to fill such orders with books superior in every way to any that have previously been furnished.

We are continually in touch with the best educators of the country, and any new methods or ideas suggested by them are carefully examined, and when considered of advantage to schools are adopted and published in our series. We invite correspondence from leading educators, and thankfully receive their suggestions. We propose to keep fully alive to the wants of progressive methods in schoolwork.

With thanks to patrons for past favors, and with renewed assurances of a desire to merit them in the future, we remain,

Respectfully yours,

W. M. WELCH & COMPANY,

Publishers

WELCH'S SYSTEM

—OF—

Classification, Gradation and Close Supervision,

CONSISTING OF

PERMANENT RECORD AND DUPLICATE REPORTS.

Showing the standing and advancement of each pupil, where each class began and left off work each term, the daily program—in short, the general organization of the school—to each succeeding teacher, and bringing the work of each school and each pupil under the personal supervision of the County Superintendent and enforcing the uniform, systematic pursuance of the course of study.

—BY—

W. M. WELCH, A. M.

School and Township Records,

In Strict Conformity with the Present School Laws.

REVISED EDITION, 1895.

W. M. WELCH & COMPANY, PUBLISHERS.
CHICAGO.

1895.

Entered according to Act of Congress, in the year 1884,
BY W. M. WELCH,
In the office of the Librarian of Congress, Washington, D. C.

Entered according to Act of Congress, in the year 1895.
BY W. M. WELCH & COMPANY,
In the office of the Librarian of Congress, Washington, D. C.

Gradation, Classification and Standing for the

Half Year

First Half Year.

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
First Grade.														
1	Lulu Smith,	7	70	90		90	80	Oral.	Oral.			Oral.		
2	Wilson Bright,	6	80	80		95	90							
3	Arthur Brown,	7	75	80		90	80							
4	§													
Second Grade.														
5	Cora Pitkin,	10	75	80	85	90	85	Oral Lessons.	Oral Lessons, with Reading.					
6	Hannah Barlow,	11	75	85	90	80	90							
7	Lillian Marsden,	10	80	80	80	90	80							
8	Carl Tolman,	9	80	85	80	80	85							
9	§													
Third Grade.														
10	James Cooley,	12	60	55	75	90	$\frac{6}{9}^{*}$	70	75					
11	Hellen Patterson,	11	70	75	80	80	$\frac{4}{9}^{*}$	60	85					
12	Mary Hansen,	13	80	85	80	90	$\frac{4}{8}^{*}$	80	85					
13	§													
Fourth Grade.														
14	Willie Holmes,	11	60	90	90	80	90	70	80		Oral Lessons.	Oral Lessons.		
15	Nellie Connell,	12	40	85	85	90	70	85	70					
16	Kate Cameron,	13	65	95	75	80	80	95	80					
17	§													
Fifth Grade.														
18	John Daily,	14	90	90	70	90	$\frac{8}{8}^{*}$	85	$\frac{4}{8}^{*}$		75	85		
19	Henry Miller,	13	85	90	80	80	95	90	75		$\frac{8}{9}^{*}$	70		
20	Bertie Jaynes	14	90	90	60	90	95	95	60		70	80		
21	§													
Sixth Grade.														
22	Fanny Manning,	12	85	80	85	80	90	95	70		$\frac{7}{8}^{*}$	65	Oral Lessons.	
23	Sarah Emerson,	15	90	85	90	90	85	90	65		70	75		
24	James Tierson,	18	85	90	80	80	75	90	85		70	60		
25	§													
Seventh Grade.														
26	Mary Hayes,	16	80	70	65	90	90	84	76		92	71		
27	James C. Hanson,	18	85	85	90	80	$\frac{6}{8}^{*}$			90	80	90	80	
28	§													
Eighth Grade.														
29	Delia Paterson,	16	80	95	95	90	$\frac{7}{9}^{*}$			90	85	95	90	
30	Mary Cooley,	17	75	80	85	80	$\frac{7}{8}^{*}$			85		85		
31	Lewis Tabor,	15	80	90	75	90	$\frac{6}{7}^{*}$			90	85			

* A figure above line indicates pupil's grade in that (irregular) study. (See explanation, "How to Classify the School.")

§ A few blank lines should be left between the grades, for pupils that may enter school later in the term.

NOTE. The above entries show the status of the school at the close of the first half year, except that the last three columns on the right hand page, viz.: "Pages Canvassed" and "Remarks," need not be filled out for the first half year. Another page similar to the above should be made out at the end of the year, after the last examination including the last three columns. Teachers must not neglect to fill these out carefully and fully.

☞ This sample page shows the entire eight grades of the Course of Study, but Teachers should bear in mind that no well-organized school should have over five grades of the course represented at any one time.

Commencing *September 4, 189³* and Ending *December 22, 189³*
Chas. W. Robinson, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES						Remarks on the work of EACH CLASS	
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed				
				From	To			
Attendance too irregular to do good work.	READING							
	8	26, 27, 28, 29, 30	5th Reader	180	220	Reader supplemented by selections from English and American authors		
	6	21, 22, 23, 24	4th “	60	124	Finished and carefully reviewed		
	4	10,11,12,14 15,16	3d “	85	160	Finished and carefully reviewed		
	2	5, 6, 7, 8	2d “	1	85	Carefully reviewed to page 85		
	1	1, 2, 3	Chart and 1st Reader	1	85			
	GRAMMAR							
	7-8	26, 27, 28, 29, 30	Grammar			Should review the <i>verb</i>		
	LANGUAGE							
	5-6	18,19,20,22,23,24	How to write	40	128	Should review pages 90 to 128		
3-4	10,11,12,14,15,16	How to talk	1	98	“ “ “ 70 to 98			
Lived unusually long distance from school.	ARITHMETIC							
	7	26, 28, 29	Second Book	95	180	Carefully reviewed to page 180		
	5-6	27, 30, 23, 10, 12	Second Book	80	124	Should review 70 to 90; 100 to 124		
	4	11, 12, 14, 15, 16	Rudim.	1	95	Should review fractions		
	NUMBERS							
	2-3	1, 2, 4, 5, 6, 7, 8						
	GEOGRAPHY, ADVANCED							
	7-8	26, 27, 28, 29, 30		1	180	Finished and ready for civil government		
	5-6	18,19,20,22,23,24	Intermediate	1	150	Should review United States		
	3-4	10,11,12,14,15,16	Primary	1	94	Should review South America		
Health of pupil.	HISTORY, FIRST BOOK							
	6-7	18,19,20,22,23,24		1	120			
	7-8	26, 27, 28, 22	Complete	90	184	No. 28 when to page 106		
	CIVIL GOVERNMENT							
	8	28, 29, 30	Outlines	1	80	Should review powers of Senate		
	PHYSIOLOGY							
	7-8	26, 27, 28, 29, 30	Second Book	1	85	Carefully reviewed to page 72		
	5-6	18,19,20,22,23,24	First Book					
	Dropped History second week.							
	Left District tenth week.							
Passed History on Examination.								

Daily Programme of Study and Recitation.

FORENOON.

Grade	RECITATIONS	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third and Fourth Grade	Fifth and Sixth Grade	Seventh and Eighth Grade
	Opening	9:00	5					
1	First Reader	9:05	10		Reading	Reading	Arithmetic	Arithmetic
2	Second Reader	9:15	15	Word Building		Reading	Arithmetic	Arithmetic
3-4	Third Reader	9:30	15	Drawing	Drawing		Arithmetic	Arithmetic
5-6	Arithmetic	9:45	25	Drawing	Drawing	Numbers or Arithmetic		Arithmetic
7-8	Arithmetic	10:10	20	Spelling	Numbers	Numbers or Arithmetic	Physiology	
	Recess	10:30	15					
1	Numbers-Primary	10:45	10		Numbers	Map Drawing, &c.	Physiology	Reading
7-8	Fifth Reader	10:55	15	Blackboard work	Numbers	Map Drawing, &c.	Geography	
3-4	Geography	11:10	20	Spelling	Writing		Geography	History or Civil Government
5-6	U.S. Hist. or Geog. Civil Government	11:30	20	Kind'g'ten Gifts	Words from Reading Lesson	Spelling		
3-4	Oral Physiology Hygiene	11:50	10				Spelling	Spelling
NOTES:—1. This programme is intended to be, and must necessarily be, more or less flexible. It should be a guide, in general, as to the number of classes and length of time given to each.								
2. The amount of time given to classes should vary according to the importance of a study, and the number of pupils in a class.								

Teacher's Report to Successor.

Give Suggestions and Recommendations in reference to Work of Classes or Individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, etc.
Teachers must, as a matter of duty, and as a part of the contract, fill out this space.

Daily Programme of Study and Recitation.

AFTERNOON.

Grade	RECITATION	TIME		STUDY				
		Begin	Length	First Grade	Second Grade	Third and Fourth Grade	Fifth and Sixth Grade	Seventh and Elghth Grade
1	First Reader	1:00	10		Reading	Language	Physiology	Physiology
5-6								
7-8	Physiology (Text Book)	1:10	20	Language work	Reading	Language		
2	Second Reader	1:30	10	Language work		Geography	Grammar	Grammar
5-6								
7-8	Grammar or Language	1:40	20	Blackboard	Numbers	Geography		
3-4	Geography	2:00	15	Blackboard	Numbers		Reading	Spelling
	Writing	2:15	15	Slate work	Writing	Writing	Writing	Writing
	Recess	2:30	15					
5-5	Fourth Reader	2:45	15	Number work	Map Drawing	Spelling		Geography
3-4	Spelling	3:00	10	Number work	Language		Spelling	Map Drawing
5-6	Spelling	3:10	15		Language	Language		
2-3-4	Language (oral)	3:25	10	Kindergarten, &c.			Map Drawing	Map Drawing
	Miscellaneous	3:40	20					
	3. The programme may vary a little each term, depending upon advancement of pupils, etc.							
	4. Classes should be so arranged that the same pupils will not have two consecutive recitations.							
	5. Teachers will seldom find it necessary to have a full set of classes for each separate grade. Combination should be made whenever classes can be made to do the same work.							

Teacher's Report to Successor.

Give Suggestions and Recommendations in Reference to Work of Classes or individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, &c.

Gradation, Classification and Standing for the *Winter Term*

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	<i>Physics</i>	<i>Algebra</i>	Studies Completed This Term
<i>First Grade</i>																
1	Ann Mason	6	70	70												
2	Willie Francoise	7	90	96												
<i>Second Grade</i>																
3	Hazel Le Duc	6	83½	91½	80	82	96½									2 nd Reader
4	Martrude Snow	8	82½	85	80	82	92½									" "
5	Gola Mason	7	75	75												
6	J. C. Du Bois	7	85	80		90	90									
<i>Fourth Grade</i>																
7	Katie Francoise	8	90	85	75	60	60	90								
8	Davie "	9	60	70		65	65	80								
<i>Sixth Grade</i>																
9	Rose Linsley	13	90	94	90	95	95	79½				94½				
10	Hartwell Kinney	10	87½	85	90	90	93½	86½	97½		84½					History
11	Hallie "	9	86½	85	85	80	80	91½	79½							
12	Ralph Rix	12	80	80	85	70	73	81	74½							
13	Helande Du Bois	10	85	75	70	55	55	60	55							
14	Wylmer Le Duc	10	82½	78¾	70	60	68¾	55	63¾							El. Algebra
15	David Lorraine	14	70	75	70	60	65	65								Physiology
<i>Eighth Grade</i>																
16	Pearl Lesleman	15	100				89½	95½		97, 11	100	98	96½	94	98.8	History
17	Carrie Rix	16	97½				89	95		94½	97	95.7	96½	94	95	" " " "
18	Alice Le Duc	17	100				88½	96		97	98¾	93½	95½	93½	96¼	" " " "
19	Elara Day	15	95				82½	84.8		75½	88¼	79	83¼			U. S. Civ. Govt.
20	Francis Du Bois	13	75.6				76¼	83		68¾	87½	78	72			Physiology
21	Robert Gillmore	17	80				80	85		80						" " "

Commencing Nov. 16 1896 and Ending March 6 1897

A. F. Annabel TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
Left dict 5 th week. " " 4 th " " " 4 th " " School 8 th " " dict. 5 th " " " " " Health of pupil poor			READING.			
	6	9, 10, 11, 12, 13.	Harpers 1 st			
		14, 15				
	4	7, 8,	1 st , 3 rd			
	2	3, 4, 5, 6	" 2 nd			
	1	1, 2	" 1 st			
			GRAMMAR.			
	8	16, 17, 18, 19, 20	Read Kellogg			
			Language.			
	6	10, 11, 12, 13, 14	Kellogg			
		ARITHMETIC.				
	6-8	9, 16, 17, 18, 19	Higher			
	6-8	20, 21.				
	6	16, 11, 12, 13, 14, 15	Brief			
		NUMBERS.				
	2-4	3, 4, 5, 6, 7, 8				
		GEOGRAPHY.				
	6-8	9, 10, 16, 17, 18, 19	Higher			
		20, 21				
	6	11, 12, 13, 14, 15	" 2 nd class			
	4	7, 8	Intermediate			
		HISTORY.				
	6-8	10, 16, 17, 18, 19, 20	Complete			
		21				
		CIVIL GOVERNMENT.				
	8	16, 17, 18, 19, 20				
		PHYSIOLOGY.				
	8	16, 17, 18, 19, 20	Complete			
	6	9.	Brief			
		Algebra				
	8	16, 17, 18	Elements			
		Pedagogue				
	8	17, 18	Elements			
		Physics				
	8	16	Stiles			

Gradation, Classification and Standing for the Term

Spring Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Algebra	School Law	Studies Completed This Term
	First Grade.															
1	Jinnie Moredyke	6	88	95												
	Second Grade.															
2	Hazel Lee Due.	6	90	90			87	90								
3	Bertrude Snow	8	90	90			92	90								
	Sixth Grade															
4	Heartwell Kinney	11	90	85 2/3	90	90	85	88 2/3		87 2/3			80 1/3			
5	Ralph Rix	12	83 1/3	76 2/3		85	74 1/3	74 1/3		74 1/3						
6	Hallie Kinney	9	85	85	86 2/3	85	76	85 1/3		80						
7	Wylmer Lee Due.	11	65	80			60	45		65						
	Seventh Grade															
8	Rose Linsley	14	88 1/3	95		90	85	78 1/3		93		84 1/3				
	Eighth Grade															
9	Pearl Coleman	16	96 2/3	95		90		Red	93	93 2/3		100	92	92 2/3		School Law
10	Carrie Rix	16	96 2/3	95		90		90	88 2/3			100	89	95		Pedagogy School Law
11	Clara Day	16	97 1/2	95			87 1/2			75			90			

Commencing *April 6, 1897* and Ending *June 29, 1897*
A. F. Annabel TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
Left sixth week	READING.					
	4, 7, 8	4, 5, 6, 7, 8, 9, 10, 11.	Harper	5.		
	2	2, 3.	"	3.		
	7	7	"	1.		
Left sixth week	GRAMMAR.					
	8	9, 10, 11.	Rud & Kellog			
	7	8				
	6	4, 5, 6, 7	" "	11		
Left tenth Week	ARITHMETIC.					
	7, 8	8, 9, 10, 11	Mental Arith and review			
	6	4, 5, 6, 7				
	NUMBERS.					
	2	2, 3.				
	GEOGRAPHY.					
	6, 8	4, 5, 6, 7, 8	Howe per Advanced.			
	2	2, 3.				
	HISTORY.					
	CIVIL GOVERNMENT.					
	6, 8	4, 9, 10, 11	Gov of Mich			
	PHYSIOLOGY.					
	7	8				

Gradation, Classification and Standing for the *Term*
Winter Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Physics	Algebra	Studies Completed This Term
1	First Grade Jennie Mordyke	6	90	92	87	90	90		Oral							
2	Third Grade Vertude Snow	9	93	95	86	90	90	78	Oral			Oral				
3	Fifth Grade Eddy Wait	13	95	93	85	80	90	88	Oral			Oral				
4	Sixth Grade Ralph Rix	13	85	80	80	75	70	95		$\frac{7}{75}$		Oral				
5	Eighth Grade Pearl Coleman	16	98	90	95	90	95	93		95	90	97		85	78	Grammar
6	Carrie Rix	17	99	90	95	90	96	93		94	91	96		82	78	Grammar
7	Clara Day	16	90	90		80	75			80		80	88			
8	Rose Linsley	14	90	90		70	70			85			85			
9	Owen Coleman	19	98	95			90	97		90		91	100			
10	Winfred Cole	19	80	80			90	80		90		92		75		

Commencing Nov 15 1898 and Ending March 25 1898A. F. Annabel TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
Left school 5 th week	READING.					
	6-8	4, 8, 9.	5 th Reader			Finished and some parts reviewed.
	3-5	2, 3	4 th "			Finished to part second.
	1	1	1 st "			" " " " "
Entered school 12 th week	GRAMMAR.					
	8	5, 6, 7	Read & Kellogg			Simply Reviewed
	6-8	4, 8, 9, 10	" "	15	102	
	1-3-5	1, 2, 3,	Language Oral.			
	ARITHMETIC.					
	8	5, 6,	Second Book			Reviewed
	8	7, 8, 9, 10	" "			Finished to square root
	5-6	3-4	Reading	189	239	
	NUMBERS.					
	3	2				
	GEOGRAPHY.					
	6-8	4, 5, 6, 9, 10	Advanced			Completed. No. 5, 6, reviewed
Attendance irregular Left school 5 th week	3-5	2, 3	Intermediate	26	56	
	HISTORY.					
	8	5, 6	Barnes			Simply reviewed.
	CIVIL GOVERNMENT.					
	8	7, 9				Completed
	PHYSIOLOGY.					
	8	5, 6, 7, 9, 10	Second Book			9 and 10, completed, 5, 6, 7, reviewed.

Gradation, Classification and Standing for the *Term*
Spring Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology <i>Con. Dis.</i>	Civil Government <i>Gov. Law</i>	<i>Algebra</i>	<i>Physics</i>	Studies Completed This Term
<i>First Grade</i>																
1	Jennie Moredyke	7	88	95	90											
<i>Second Grade</i>																
2	Bertha Pike	9	90	90	88		85		95							
<i>Third Grade</i>																
3	Lucretia Snow	9	87	86	88		73	96	95							
<i>Fifth Grade</i>																
4	Bessie J. Hill	12	95	80	90		75	90		95	90	90				
5	Eddie Wait	13	80	85	90		60	75			80	60				
<i>Sixth Grade</i>																
6	Ralph Rix	14	85	83	80	80	81			78		97				
<i>Eighth Grade</i>																
7	Carrie Rix	17					80					100		75	95	
8	Earl Coleman	17					80					100	95	75	95	

Commencing *Apr. 4th* 189*8* and Ending *June 17,* 189*8*

A. F. Annabel TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
	5-6	4-5-6	READING. 5 th	Completed		
	3	2-3	4 th	"	"	
	1	7	2 nd	9	50	
			GRAMMAR. <i>Read Kellogg</i>			
	5-6	4-6		15	100	
			ARITHMETIC. <i>First Examples.</i>			
	8	7-8				
	5-6	4-5-6	1st book			
	2-3	2-3	Elementary			
			NUMBERS.			
			GEOGRAPHY.			
	5	4	Complete			
	3-5	3-5	Primary			
			HISTORY.			
			CIVIL GOVERNMENT.			
			PHYSIOLOGY.			
	5-6	4-5-6	Steele's			

Gradation, Classification and Standing for the Term
Fall Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
1	Second Grade Jennie Moredyk	7	90	90			89							
2	Fourth Grade Gertrude Snow	10	90	85			82	95	89					
3	Bertha Pike	9	85	88			85	90	85					
4	Fifth Grade Glenn Gunn	12	85	85			98	75	92			80		
5	Irwin "	10	95	80			98	94	80			95		
6	Sixth Grade Ralph Rix	14	90	85			80	87		99		85		

Commencing Sept. 6 1898 and Ending Nov. 3 1898
Carrie Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS	
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed			
				From	To		
	2	1	READING.	2 nd	9	70	
	4	2 & 3		4 th	9	204	
	5 & 6	4, 5 & 6		5 th	13	130	
	6	6	GRAMMAR.	Read & Kellogg	15	38	
	4 & 5	2, 3, 4 & 5	Language		87	125	
	2	1	ARITHMETIC.	Oral.			
	4	2 & 3	Robinson's First Book		140	160.	
	5	4 & 5	Robinson's First Book		51	128	
			NUMBERS.				
	4	2 & 3	GEOGRAPHY.	Harpers	5	24	
	5 & 6	4, 5 & 6	Introductory Harpers		1	17	
			HISTORY.				
			CIVIL GOVERNMENT.				
	5 & 6	4, 5 & 6	PHYSIOLOGY.	Steele's	3	73	

Gradation, Classification and Standing for the Term
Winter Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
1	First Grade Ruth Snow	5	95	90	92									
2	Second Grade Jennie Mordek	7	90	87	90		98	95						
3	Fifth Grade Glenn Gunn	12	85	88	87		⁴ / ₇₅	80	³ / ₈₀			⁶ / ₇₀		Introductory Language
4	Irwin ..	10	90	85	90		⁴ / ₈₈	77	³ / ₇₆			⁶ / ₇₈		" "
5	Sixth Grade Ralph Rix	14	85	90	90		⁵ / ₇₆	80		75	80			
6	Fourth Grade Bertha Pike	9	70	72	85	91	91	90	³ / ₇₀					Introductory Language
7	Gertrude Snow	10	85	75	92		91	85	³ / ₇₅					" "
8	Seventh Grade Frank Van Housen	17	95		90		70	90			87		75	

Commencing *Nov. 26*, 189*8* and Ending *Mar. 10*, 189*9*
Carrie Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
	1	1	Swinton's First Reader. READING.	15	59	1
	2	1	Harper's Sec. Reader	60	134	
	4	6 & 7	Harper's Fifth Reader	270	473	Finished.
	5	3 & 4	Harper's Fifth R.	160	374	
	6	5	"	"	"	
	5	3 & 4	Introductory Language GRAMMAR.	87	253	Finished
	6	5				
	4	6 & 7	Introductory Language	87	253	Finished.
	2	2	Elementary ARITHMETIC.	1	48	
	4	6 & 7	Robinson's First Book	90	147	
	5	3 & 4	Harper's 2nd Book	38	119	
	6	5	Robinson's Practical			
	7	8	NUMBERS.			
	2	2	1st Lessons in GEOGRAPHY.	7	23	
	4	6 & 7	Harper's Introductory	33	67	
	5	3 & 4	Harper's	32	75	
	6	5	"	"	"	
	7	8	Hornes' Grammar School Geog.	168	229	
	6 & 7	3 & 8	HISTORY. Barnes'	8	160	
			CIVIL GOVERNMENT.			
	7	8	Townsend's	202	270	
			PHYSIOLOGY.			
	5 & 6	3, 4 & 5	Steele's	105	266	

Daily Program of Study and Recitation.

FORENOON.

[illegible]

Teacher's Report to Successor.

Give Suggestions and Recommendations in reference to Work of Classes or Individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, etc.

 Teachers must, as a matter of duty, and as a part of the contract, fill out this space.

Daily Program of Study and Recitation.

AFTERNOON.

[illegible]

Teacher's Report to Successor.

Give Suggestions and Recommendations in reference to Work of Classes or Individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, etc.

Graduation, Classification and Standing for the Term.

Fall Term.

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
1	First Grade													
1	Ruth Snow	5	90	95	95		90							
2	Harvey VanVorst	6	90	90	95		95							
3	Third Grade													
3	Jennie Morrdyk	8	70	95	95	95		96						
4	Fifth Grade													
4	Gertrude Snow	11	85	93	90		90	87		75				
5	Bertha Pike	10	75	93	92		90	76		82				
6	Ralph Benwire	10	50	82	95		95	90		90				
7	Sixth Grade													
7	Glenn Gunn	13	90	92	95		82	94		95		93		Phy.
8	Irwin "	11	90	94	95		75	97		92		93		"
9	Roy Benwire	12	95	85	95		95	90		95		90		

Commencing Sept. 4, 1899 and Ending Nov. 1, 1899.
Carrie Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
			Harper's			
	1	42	READING.			
	3	3	3 rd			
	5	4, 5, 7, & 8	5 th			
		6 & 9	4 th			
			Reed & Kellogg's			
			GRAMMAR.			
	5 & 6	4, 5, 6, 7, & 9	El.			
			Robinson's			
			ARITHMETIC.			
	3	3	Primary			
	5 & 6	4, 5, 6, & 7	El.			
	6	7 & 8	Harper's Second			
			NUMBERS.			
			Harper's			
			GEOGRAPHY.			
	3	3	Primary			
	5	4, 5, & 6	Second			
	6	7, 8, & 9	First			
			HISTORY.			
			CIVIL GOVERNMENT.			
			Steel's			
			PHYSIOLOGY.			
	6	7, 8, & 9				

Daily Program of Study and Recitation.

FORENOON.

[illegible]

Teacher's Report to Successor.

Give Suggestions and Recommendations in reference to Work of Classes or Individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, etc.

[illegible]

Teacher's Report to Successor.

Give Suggestions and Recommendations in reference to Work of Classes or Individual Pupils, Reviews, Promotions, etc.; also needs in Apparatus, Books, etc.

Teachers must, as a matter of duty, and as a part of the contract, fill out this space.

Commencing *Nov. 20, 1899* and Ending *Mar. 16, 1900*

Miss Carrie T. Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
			Swindon's			
	1	1	READING. First	59	99	
	3	2	Harpers	9	286	
	5	3	Third Harpers	13	456	
			Fifth			

Miss Carrie T. Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL		SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
		Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
					From	To	
				Swindon's			
		1	1	READING. First	59	99	
		3	2	Harper's	9	286	
		5	3	Harper's	13	456	
				Oral			
		1/2	1/2	GRAMMAR. Oral			
		5	3, 4, 5	Reed and Kellogg's El.	9	121	
		7	6	Reed and Kellogg's	15	119	
				ARITHMETIC.			
		3	2	Mentworth's	32	130	
		5	3	Robinson's	167	217	
		5	4 & 5	New Rud.	141	211	
		7	6	Harper's	150	205	
		1	1	Oral			
				GEOGRAPHY.			
		3	2	Harper's	51		Finished and reviewed to 30
		5	3	Harper's	81		" " " " 62
		7	4, 5 & 6	Harper's	48	110	
				HISTORY.			
		7	4, 5 & 6	Barnes	9	281	
				CIVIL GOVERNMENT.			
		7	4, 5 & 6	Cockley's Gov. of Mich.	9	157	
				PHYSIOLOGY.			
		5	3	Steeles	5	153	

Gradation, Classification and Standing for the *Term*
Spring Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
	<i>First Grade</i>													
1	<i>Nellie Slocum.</i>	6	85	80	80									
	<i>Second Grade</i>													
2	<i>Harvey Van Vorst</i>	7	90	93	95		95		90					
	<i>Fourth Grade</i>													
3	<i>Genevieve Noordyk</i>	9	95	90	92		³ 90	92	88			90		
4	<i>Ona Benson</i>	9	95	93	92		92	94	93			95		
	<i>Seventh Grade</i>													
5	<i>Erwin Gunn</i>	11	90	95	93		⁶ 92	90		91	88		85	
6	<i>Glenn "</i>	12	95	95	96		⁶ 92	90		91	86		85	

Commencing *Apr. 7, 1899* and Ending *June 29, 1899*
Miss Carrie A. Rix, TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
Irregular Attendance	1	1	Swinton's 1 st			
			READING.			
	2	2	Swinton's 2 nd			
	4	3+4	Baldwin's 4 th			
	7	5+6	Harper's 5 th			
			GRAMMAR.			
Irregular Attendance	2	2	Oral Language			
	4	3+4	Metcalf's El.			
	7	5+6	Reed & Kellogg's			
			ARITHMETIC.			
	4	3	Mentworth's El.			
	4	4	Bailey's El.			
	7	5+6	Harper's 2 nd			
	1	1	NUMBERS Oral			
	2	2	"			
			GEOGRAPHY.			
	4	3+4	Hinman's El.			
	7	5+6	Harper's			
			HISTORY.			
	7	5+6	Barnes' U.S.			
			CIVIL GOVERNMENT.			
	7	5+6	Coker's Mich.			
			PHYSIOLOGY.			
	4	3+4	Courtton's Primary.			

Graduation, Classification and Standing for the Term

* Fall Term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	Studies Completed This Term
1	First Grade Ralph Moerdyk	5		1	1									
2	Nellie Slocum	6												
3	Third Grade Harvey Van Varst	7		1	1				1					
4	Fourth Grade Genevieve Moerdyk	9	1	1	1		1	1				1		
5	Ona Benson	9	1	1	1		1	1				1		

Commencing Sept. 4, 1890 and Ending Oct. 26, 1890
W. Cole. TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
			READING.			
	1	2	Harpers	1	33	
	2	1	"	42	65	
	4	2	"	59	98	
			GRAMMAR.			
			ARITHMETIC.			
		2		52	74	
			NUMBERS.			
		1				
			GEOGRAPHY.			
		2	Harpers	1	90	
			HISTORY.			
			CIVIL GOVERNMENT.			
			PHYSIOLOGY.			
		2	Steales	1	55	

Gradation, Classification and Standing for the Winter term

Number	NAME OF PUPIL	Age	Orthography	Reading	Writing	Mental Arith.	Arithmetic	Geography	Language	Grammar	History U. S.	Physiology	Civil Government	nos.	Studies Completed This Term
1	First Grade														
1	Ralph Moerdyk	5		1	1										
2	Nellie Slocum	6		1	1										
3	Second Grade														
3	Harvey Van	8		80										90	
4	Third Grade														
4	Fourth Grade														
4	Ona Benson	9		90	85		90	80	85	90		90			
5	Genevieve Moerdyk	9		85	85		85	90	80	80		90			
6	Eighth Grade														
6	Irvin Gunn	12		80	75		80			80	85	90	85		
7	Glen Gunn	14		90	95		85			85	90	95	90		
8	Ralph Rix	16		90	90		95			95	95	90	85		
	1. Gr.														
1	Harry Slocum	5		60											
2	Maud Benson	5		65											
3	Ralph Moerdyk	6		75										70	
4	Albert Gorham	6		80										75	
5	Harvey Froman	6		90										82	
6	Nellie Slocum	7		90										85	
7	Luke Lindsley	8		95										88	
8	2. Gr.														
8	Eva Lindsley	10		90	75		70					65		90	
9	4 Gr.														
9	Ona Benson	10		85	80		75	80	75			70			
10	Genevieve M.	10		75	80		70	70	75			70			
11	5 Gr.														
11	Mamie Lindsley	13		85	85		75	80	80			75			

Commencing ¹⁹⁰⁰ Nov. 12, 189 and Ending Mar 1, 189 ¹⁹⁰¹

W. Cole. TEACHER.

Remarks and Recommendations on the work of each INDIVIDUAL PUPIL	SYLLABUS OF CLASSES					Remarks on the work of EACH CLASS
	Grade	Pupils in Each Class (by Number)	Text Book Used	Pages Canvassed		
				From	To	
Absent	1	2	Harper's			
"	2	1	READING.			
	4	2				
	8	3	Sheldons			
			Baldwin			Spring T.
	1	6	"	1	98	
	4	3	"	1		Book completed
			GRAMMAR.			
	8	3	R. & K.			
			ARITHMETIC.			
Careless	4	2	Raub			
	8	3	Robinson			"
	5	2	Bailey	1	96	
			NUMBERS.			
	2	1				
			GEOGRAPHY.			
Attendance irreg	4	2	Harper's			
"	8	3	"			
	4	3	Ovington	28	106	"
			HISTORY.			
	8	3	Barnes			
			CIVIL GOVERNMENT.			
	8	3	Pattengills			
			PHYSIOLOGY.			
	4	2	Steeles			
	8	3	"			"
	4	3	"	1	88	

Record of Studies Completed.

Number	NAME OF PUPIL	Reader	Arithmetic	Geography	Grammar	History	Civil Government	Physiology	Ecology	Algebra	Pedagogy	School Law
16.	Paul Coleman.		X	X	X	X	X	X	X			X
17.	Carrie Rip.		X	X	X	X	X	X	X		X	X
18.	Alice LeDuc.		X	X		X	X	X	X			
19.	Clara Day			X		X	X	X				
20.	Francis DuBois			X		X	X	X				
9.	Rose Linsley					X						
10.	Hartwell Kinney					X						
3.	Hazel Lee Duc	2. Reader X										
4.	Hester de Snow	3 X										
9	Ralph Rix	5. Reader X		X								

List of Graduates.

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"*Habits of thought and of life are more than knowledge, and the habits formed in early life may render knowledge useless and even harmful.*" Many faithful, hard-working students often form plodding habits of thought that render their work, on the whole, more harmful than helpful. The advice so often given to pupils by speech-makers in schools to "sit down doggedly to the work, and keep at it, and you'll surely succeed in time," would be all well enough if the end and aim were to commit the Koran, Talmud or sacred Vedas. But progressive educators believe more in unfolding the student's powers under proper conditions than in branding them with *facts*.

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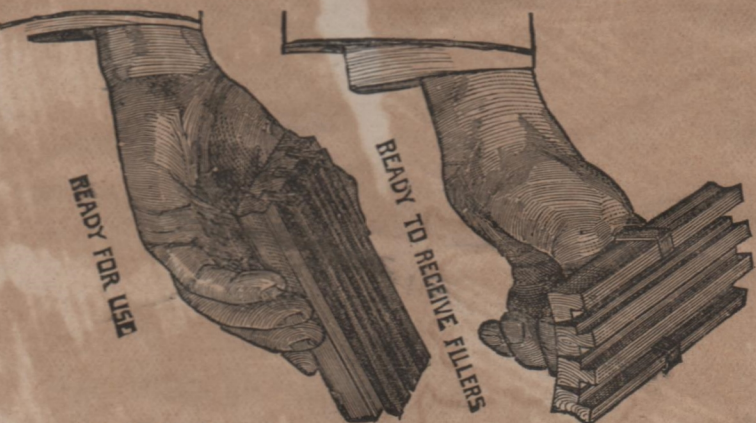
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